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ABSTRACT

Three consultants participated in the 1992 review of study abroad programs at the nine campuses in the Florida State University system: Dr. Barbara Burn (lead consultant), Dr. Shelton Cole, and Dr. Charles A. Fliozzo. The review was based on site visits to three of the universities, interviews with personnel from the other six institutions, and self-studies provided by all the institutions. The review found that the State University System (SUS) study abroad programs are impressive in their scope, in the institutional commitment they enjoy, and in the dedication of many faculty and staff at the different universities. This is noteworthy because, at a number of the universities, a heavy teaching load inhibits faculty members from taking on the extra duties that study abroad programs would entail. In addition, study abroad for SUS institutions faces special challenges because of the composition of the student body. A high proportion of SUS students are part-time, commuters, community college transfers, minorities, and majors in business and engineering, thus producing a student profile unlike that of traditionally typical study abroad students. The study found that program improvement could include the following: (1) improved coordination with community colleges; (2) increased participation through various strategies and program models; (3) enhanced administration for fairness and effective management; (4) requiremen of 1 year of college level foreign language study; (5) systematic evaluation; (6) professional development for study abroad program administrators; and (7) encouragement for students to consider participation in programs of institutions other than their own. (JB)

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STUDY ABROAD

PROGRAM REVIEW

STATE UNIVERSITY SYSTEM OF FLORIDA

DECEMBER, 1992

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PROGRAM REVIEW OF STUDY ABROAD

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EXECUTIVE SUMMARY

The study abroad activities and programs of the nine universities that comprise the State University System (SUS) of Florida tend to be impressive in their scope, the institutional commitment they enjoy, and the dedication of many faculty and staff at the different universities which contribute to their success. This situation is noteworthy because, at a number of the universities, a heavy teaching load inhibits faculty members from taking on additional burdens such as initiating and directing study abroad programs. Moreover, study abroad for the SUS institutions faces special challenges because of the composition of the student body. A high proportion of SUS students are part-time, commuters, community college transfers, minorities, and majors in professional fields such as business and engineering, thus producing a student profile markedly unlike that of traditionally typical study abroad students.

The lead consultant for the 1991 SUS Study Abroad Program Review felt somewhat handicapped in achieving a full knowledge and appreciation of study abroad at the nine universities. Due to Florida's financial situation at the time of the review, university consultants could not be appointed, nor were site visits possible at six of the universities. However, the meetings of the lead consultant with key persons from these six campuses, her site visits at three universities and the site visits of the two university consultants to two

of the three, together with the self-studies provided by all nine universities were very informative. Extremely helpful also were the initial briefings by SUS Program Review staff, especially Dr. R.E. LeMon, and the various materials provided.

The main recommendations of the consultants are summarized below. It should be understood, of course, that the wide range of study abroad involvement among the nine universities makes any generalizations about them problematic.

1. Because study abroad can dramatically increase students' knowledge of other countries and cultures, a goal in the SUS should be to significantly expand study/education abroad opportunities for students.

2. The high proportion of community college transfers to the SUS institutions makes it important that the universities work closely with the community colleges so that their students are aware of the value of study abroad to their future careers, as well as to their international education.

3. To increase student participation in study abroad, the SUS universities should pursue a range of strategies and program models:

a) Students should be informed about and encouraged to study abroad not only in the arrangements/programs of their own university, but also in those of other SUS--and other U.S.

and foreign--higher education institutions and organizations.

b) More SUS universities should encourage and make possible student exchanges with universities in other countries. The experience of the University of West Florida with this strategy is proof of its feasibility, low cost, and its contribution to students' academic and cross-cultural learning.

c) More SUS universities should encourage and develop internships and cooperative work placements abroad for their students, especially in professional fields. An exciting example is the Florida A&M program involving internships abroad in business.

d) SUS institutions should inform their students about opportunities for work abroad which would pay for living costs in the foreign country and handle problems of entry visas. The Council on International Educational Exchange (CIEE) (NYC) can provide such information.

4. The administrative and financial aspects of study abroad at the SUS universities show considerable variation among the universities and even at a single institution. While such variation is useful for institutional and program flexibility, the international office at each institution should have the authority for financial and administrative management for study abroad programs in order to ensure fairness (not uniformity) and effective management.

5. To encourage and maximize students' international learning through study abroad and immersion in the host culture, SUS study abroad programs in foreign language countries that focus on the culture, history, etc., of the host countries should require at least one year of college level foreign language for admission.

6. University-wide councils or committees on international programs should be set up at SUS institutions where not already in place, and should play an active role in study abroad program planning in order to ensure that systematic evaluation of programs is carried out, and to advocate and facilitate the strengthening of study abroad and international faculty development.

7. The international offices at the SUS universities which are not already engaged in seeking external funding should attempt to do so from their local community and region, the private sector such as local industry, and such federal agencies as the U.S. Information Agency, and should have the assistance of their University Foundation in this effort.

8. Staff in the international offices of the SUS universities should be encouraged and supported to participate in national and regional professional development activities.

9. The international offices which are already sharing useful information should also give priority to encouraging students at one university to study abroad in the programs of others.

10. Where the staffing of international offices at the SUS universities is gravely inadequate, it should, as recommended in this report, be expanded.

INTRODUCTION

I. Background

Three consultants participated in the 1992 review of study abroad for the Florida Board of Regents (BOR): Dr. Barbara Burn, the lead consultant who was involved in the reviews of all nine SUS institutions, and two university consultants: Dr. Sheldon Cole and Dr. Charles A. Gliozzo who consulted respectively at Florida A&M, Tallahassee, and the University of West Florida, Pensacola. The lead consultant made site visits to these two institutions as well, and to Florida State University, Tallahassee.

The lead consultant also met with representatives of the other six SUS universities with one and one-half to two hours for each meeting. Whereas it had originally been planned that there would be a university consultant to make site visits to each SUS institution, making a team of nine, financial stringencies in Florida precluded implementing that plan.

Substantial materials were provided to the consultants by the Office of the Director of Program Review. They included the self-studies prepared by all nine universities, often with supplementary materials and extensive appendices. Still other reports and materials were made available by the Program Review Office.

As with all such consultations, those serving as consultants had much to gain from the process. It was

enormously gratifying and informative to learn about the range of study abroad programs offered, to meet with student participants, to discuss with faculty and staff the experience and opportunities available in the programs, and to talk with university presidents and other senior administrators about their commitment to and goals for international education and exchange in Florida.

In concluding this background section the lead consultant takes the opportunity to thank the two university consultants and especially to convey warm appreciation to staff at the SUS Office of Program Review: Veronica S. Ash, Gita W. Pitter, Ron Nelson, and R. E. LeMon.

Study Abroad in National Perspective

According to the Annual Survey of Study Abroad by American Students of the Institute of International Education (IIE), Open Doors, a record 70,700 Americans studied abroad for academic credit in 1989-90, up 14% from 1987-88. A high proportion were undergraduates (over 90%), female (65%), and studying in Europe (three-quarters). More and more American undergraduates are studying abroad, including an increasing if still very low number of students in professional fields.

Major research studies undertaken in the last few years--and the lead consultant played an important role in them--have documented that study abroad by American (and other) students contributes significantly to their proficiency

in the language of their host country, their knowledge of that country and its culture, their motivation to have an international career, and their lifelong commitment to maximizing "the international" in most aspects of their lives.

As the foregoing points and some developments described below suggest, the BOR review of study abroad is extremely timely. Study abroad by American students is winning more attention and support nationally--and internationally--and is becoming a higher priority among higher education circles in the U.S. Some important events have been the following:

-- The Bartlett Report of 1988 (named after Thomas Bartlett, now Chancellor of Higher Education in Oregon), Educating for Global Competence, which was sponsored by the Council on International Educational Exchange (CIEE), set forth priorities and guidelines for study abroad for the 1990s, and underscored the critical contribution it makes to international learning.

-- Getting on with the Task, the report of the National Task Force on Undergraduate Education Abroad, 1990 (co-chaired by this consultant), further emphasized study abroad as a key factor in international learning and the need for it to reach wider and different student groups: the "under-represented" in terms of disciplinary major, minorities, and study abroad destination (locations other than Western Europe) and also in the kinds of experience abroad. The Task Force strongly advocated more participation by American students in work and

service abroad opportunities because of their educational value, their often lower cost (providing greater accessibility for non-affluent students), and the cultural immersion experience they typically afford.

-- Landmark legislation, the National Security Education Act of 1991, frequently referred to as the Boren Bill, in authorizing major ongoing funding for study abroad by American students, including undergraduates, resoundingly supports study abroad as a major strategy for international learning. Expected funding, to include some support for other international studies, should be $150 million per year.

-- The student (and faculty) exchange program in the European Community (EC) known as ERASMUS (Expanded Regional Action for the Mobility of University Students) is in its fifth year and presents a challenging model to American study abroad. The ERASMUS goal that 10 percent of all students in higher education in the EC study for at least one semester in another EC country, reaffirms the contribution of study abroad to motivating and preparing students for international careers. The ERASMUS program includes engineers, lawyers and business students, unlike the U.S. programs that tend to encourage mainly humanities and social science majors.

-- Negotiations are now underway to connect American higher education into the ERASMUS international exchange scheme, with funding anticipated from the Fund for the Improvement of Postsecondary Education (FIPSE). It should

encourage parallel features in American study abroad, such as study abroad in one's major, studying in the host country's language, interinstitutional reciprocity, and waiving of tuition for the incoming students. The impressive success of ERASMUS and the attention given to it among international education circles in the U.S. assure that it will influence U.S. study abroad and educational exchanges.

Overview of SUS Study Abroad and International Programs

Before the situation at each SUS university is discussed, some comments on the System as a whole are appropriate. First, in general, the field of study abroad has been strengthened at most of the institutions since the 1987 BOR review. A number of its recommendations have been implemented: international offices have been established or given enlarged mandates and resources; more SUS students are studying abroad; more programs and arrangements have been developed; and Florida A&M University (FAMU), which was not included in the 1987 review because it lacked study abroad programs, has become more active in this area.

Study abroad programs and opportunities show considerable diversity among the nine SUS institutions. They range from the profound international learning experience gained from immersion in a foreign culture through one-to-one exchanges with universities abroad, to participating as part of a group in educational tours which are several weeks in duration and

conducted in English in a foreign language country. Some programs offer academic credit while others do not. Some have a resident director to facilitate student activities and adjustment; others may send students on their own or tap into local personnel to assist with the program and the students.

Overwhelmingly, the SUS study abroad programs involve Western Europe, although some of the more innovative--as well as cost efficient--involve Central America and the Caribbean. Numbers of programs range from over twenty for the University of Florida (UF) at Gainesville to less than six for some other institutions.

Several SUS institutions were unjustifiably self-deprecatory about their study abroad involvements. They claimed to have few study abroad programs, but in fact, although their programs are not large, or elaborate, they are effective in providing international learning. Examples of small but effective programs include the summer interdisciplinary Caribbean studies program offered by Florida International University (FIU), the hands-on summer program in architecture in Jamaica sponsored by FAMU, one-to-one student exchanges developed by the University of West Florida (UWF), and the immersion student exchange between the University of Costa Rica, Limon, and the University of North Florida (UNF).

An important plus in international education and exchange since the 1987 BOR review is the inclusion in the 1988 SUS

Master Plan of the following statement:

> The universities shall encourage students to learn foreign languages and develop understanding of different cultures so that they are better prepared to cope in a world where global interdependence is fundamental to international peace and prosperity, and where encounters with cultural differences are a daily fact of life. In addition to the educational value of international education, by preparing individuals who can negotiate without interpreters and with sensitivity to the cultures involved, Florida can develop a competitive edge in commerce. It is critical that every state university student be given an opportunity to acquire a reasonable degree of global literacy.

International education and study abroad programs also have their negative aspects at the Florida public universities. Some relate to characteristics shared by many of the universities, and others are specific to the circumstances of study abroad at a number of the institutions. These less positive items are as follows:

-- The competitiveness of admissions to the nine universities and their inability to accept all qualified students, together with recent major reductions in their funding, put pressure on the universities to graduate as many

students as possible with minimum delays in their degree completion. Insofar as study abroad is often (wrongly) perceived as delaying students' graduation, this pressure can discourage study abroad.

-- Related to the above is the low proportion of lower division to upper division students and the fact that over half of SUS students are community college transfers. This limits study abroad participation, especially for students in professional fields such as business and engineering. Study abroad, particularly for a semester or longer, can depend upon such students planning their program ahead as sophomores or even freshmen in order to fit study abroad into it without extending the time period required for their degrees.

-- A high proportion of SUS Florida students cannot afford an extended time to study abroad; most must consider a short-term experience such as one month or less. Students tend to be older, part-time, employed, and often with family obligations.

-- The ethnic diversity of students in Florida has profound implications for SUS study abroad, a diversity which is already far greater than in most other state higher education systems. Because of this diversity, neither majority nor minority students may be as motivated to study abroad as a means of experiencing inter-cultural differences, because diversity is already part of their lives.

-- The heavy teaching load of many faculty, the

restricted system of sabbatical leaves, and the relatively low proportion of teaching staff awarded funding by outside organizations such as Fulbright or Guggenheim (except at UF and Florida State University (FSU)) to spend time abroad prevent many faculty from having the time and international experience and contacts so essential to their initiating or facilitating study abroad and exchange programs for students and faculty.

-- Expansion of study abroad programs at most of the SUS universities is impeded by the following:

a) Staffing of the international office is inadequate, typically involving only a part-time director, secretary, and some student help.

b) Faculty may not be aware of procedures and criteria for starting new study abroad programs, if indeed they exist, and at few of the universities does an international advisory committee or equivalent give encouragement or direction in this area.

c) Faculty are not granted release time to enable them to undertake the substantial work of initiating and administering a study abroad program.

d) Rarely are funds available for study abroad program development, such as the necessary travel to initiate or negotiate new programs.

e) Only recently have student swaps or international exchanges been approved as a study abroad mechanism even

though they tend to be the cheapest for students.

f) A number of SUS institutions lack the space, staff, and/or facilities to disseminate information to their students on study abroad opportunities offered by other institutions, including the other SUS universities, with the consequence that very few SUS students participate in study abroad programs offered by other institutions.

g) Few SUS universities know the scope of study abroad that their campus is involved in because rarely is there a centralized office where all students who study abroad, regardless of program or arrangements, must register or "check out."

h) The handling of the financial aspects of most SUS study abroad programs does not encourage study abroad expansion: nearly all study abroad programs have to pay for themselves through student fees or outside funding (in contrast, for example, to history or biology courses offered on campus), rarely can extra program revenues generated one year be applied towards that program's costs (or other purposes) the next year, and rarely do funds based on the academic credits generated by a program accrue to the international office of the campus.

i) Cooperation among SUS universities in encouraging study abroad, including enrollment of one's own institution's students in other SUS programs, is somewhat limited.

System-wide Recommendations

While some of the system-wide recommendations set forth in the 1987 Program Review of Study Abroad have since been at least partly implemented, some remain unanswered and continue to merit attention. On some others the lead consultant is not informed, largely because of the brevity of the consultation meetings. The following 1987 recommendations merit continuing effort (language may be slightly modified).

1. The Council of Presidents and the Council of Academic Vice Presidents should take steps to strengthen the administration, substance, and funding of study abroad in the SUS institutions, taking into account in particular the preceding enumeration of impediments to its expansion.

2. Each SUS university should have a clearly stated policy on facilitating study abroad to guide campus efforts and planning.

3. Each SUS university should have a study abroad office, centrally located and equipped with informational materials, which is part of or coordinates with a multipurpose international office or center. Information on other SUS universities' study abroad programs should be an important part of the office's resources.

4. University officials responsible for study abroad programs should be identified, listed in campus reference literature and in a system-wide publication giving information on all SUS study, tour, work, and internship programs abroad.

5. When hiring, each SUS university should include a consideration of a prospective candidate's (faculty and administrator) commitment to international education.

6. The Board of Regents should identify more model programs in the SUS, in consultation with each university, to give them the status of system-wide program, as with FSU's London and Florence Study Centers. Likely prospects include UNF's program with the University of Costa Rica in Limon, and USF's study program based in Venezuela.

7. In areas where travel and living expenses associated with a program are high, SUS faculty and administrators who participate in a study abroad program should be given additional financial compensation.

8. SUS universities should collaborate with the community colleges to ensure that students who plan to articulate are informed about study abroad opportunities and are able to plan their total academic programs to include a study abroad experience relevant to their interests.

9. When possible, students participating in programs abroad where English is not the primary language should be required (or encouraged) to have at least an elementary knowledge of the host country's language before leaving.

10. SUS university foundations should assist international offices in seeking outside funding to benefit study abroad programs.

11. At least one university should be encouraged to develop a study abroad program model or models which would meet the needs of non-affluent students who come from different minority backgrounds.

12. International faculty development should be a priority at those SUS universities whose faculty may lag in international contacts and experience; a variety of strategies to encourage global participation should be encouraged.

INSTITUTIONAL REPORTS

UNIVERSITY OF FLORIDA

Introduction

Founded in 1853, the University of Florida at Gainesville (UF) is both the oldest SUS university and, with an enrollment of over 36,000 students, also the largest (and the tenth largest in the United States). UF leads in having the highest proportion of international students--over 6 percent of its student body--and in the number of its students who study abroad--459 in 1989 according to the most recent Open Doors. This puts it first among SUS institutions and twenty-third nationally. UF attracts over 800 foreign scholars and researchers annually, another important element in its strongly international profile.

The long-standing commitment of UF to international programs and studies has recently been further underscored by President John V. Lombardi's requesting outside consultants to advise and recommend on "what the University of Florida needs to know in order to develop an international agenda and increase its global presence."

The very thorough report by those consultants was made available and was most helpful for this document. Complementing the UF written reports was a two hour meeting of the lead consultant with two UF staff, including the Associate Director of the Office of International Studies and Programs (OISP). Because much at OISP was still in a transitional

state at the time of the consultation, it was difficult for this consultant to gain the information and understanding needed to make useful recommendations, especially in the absence of a site visit to UF.

Areas of Strength Pertinent to Study Abroad

The University of Florida has an impressive set of strengths pertinent to study abroad, as this subsection attempts to convey.

A major UF strength in study abroad is the number of programs it offers--over thirty, including semester, academic year and summer. While many UF study abroad programs are in Western Europe, there are a number which involve other countries and major world regions: Egypt and Israel in the Middle East; Poland, Hungary, and Russia in East/Central Europe; Brazil, Chile, and Mexico in Latin America; Nigeria and Tanzania in Africa, and China, Japan, and Taiwan in Asia.

The wealth of other international programs and resources at UF is a major asset to its study abroad programming: the extensive foreign language offerings, including "the less commonly taught" Russian, Chinese, Japanese, and Arabic; the major UF area studies centers and programs which include African, Asian, European, and Latin American Studies, and the active participation of the University in programs of assistance and development in Africa, Latin America and the Caribbean, and Southeast Asia. Particularly active in this

latter area has been the Center for Tropical Agriculture.

A significant proportion of UF faculty have had extensive professional experience in other countries, whether through participating in international meetings, lecturing or teaching abroad, conducting research, developing and contributing to training and other technical assistance projects in the less developed countries, or consulting. International professional development is not a need for UF faculty but a present reality.

A new Office of International Studies and Programs, established in September 1991, represents UF's first attempt to have a central international office to coordinate the international activities of its sixteen colleges. OISP encompasses foreign student and scholar concerns, international faculty exchanges, study abroad, and international visitors.

The Council for International Studies and Programs, first established in 1969 to encourage the development of international curricula and programs and to monitor their quality, was restructured in 1991 to include more senior level academics and encourage more interdisciplinary international programs. The UF international mission statement, approved in 1990 by the Council for International Studies and Programs, communicates a strong commitment to international education:

As the oldest and largest institution of higher education in a state at the leading edge of a rapidly changing global environment, the University of Florida has a comprehensive commitment to excellence in international education. It extends from foreign language instruction, area studies programs, study abroad opportunities, foreign students and faculty, and international exchanges into every facet of its teaching, research and service. The University is dedicated to serving the international interests of Florida and the nation and to preparing its students for the global challenges and opportunities of the 21st Century.

Some Areas of Need

Impressive as are the environment and structural arrangements for study abroad at UF, there are some areas requiring further attention.

Considering the large number and diversity of study abroad programs, the very large number of foreign students and scholars, not to mention the various other involvements OISP has (although its role with them is not yet clear), OISP's staffing should be strengthened, in particular with regard to the financial oversight and management of study abroad programs.

Undergraduate students in pre-professional programs such

as engineering receive little encouragement to study abroad, based on the now widely discredited assumptions that it is neither relevant or useful, that students can only fulfill degree requirements through courses taken at the home university, and that study abroad will prolong their degree period.

As noted in the 1987 BOR Study Abroad Program Review, international and area studies programs at UF give little encouragement to and have not much involvement with study abroad, although the African Studies Center is very supportive and active. Such support should be encouraged from other of UF's area studies programs.

The Florida Legislature has established new Bi-national Linkage Institutes to harness and integrate the state's higher education resources with the efforts of government and business to make Florida more competitive in international markets. The decision that the University of North Florida be a major actor in administering the Florida-West Africa Linkage Institute should be examined. UF has impressive expertise relating to West Africa.

Less than one percent of UF undergraduates study abroad. Compared to area studies, technical assistance, and such other relatively visible international activities, study abroad by UF students seems to have a low priority. Some study abroad programs exhibit relatively high costs, especially compared to other American universities' programs in the same country, a

low foreign language proficiency requirement for programs in non-English language countries, and little emphasis on or opportunity for immersion in the host culture.

Thus far, the University of Florida seems not to have encouraged international student exchanges or swaps, the most cost effective model for study abroad as well as the most effective in terms of cultural immersion.

International Programs Organization and Structure

International programs, especially study abroad, have gone through many phases and (mostly) survived different pressures at the University of Florida. From a period in the early 1980s when the administration of study abroad programs was located in the office of the Graduate School Dean and procedures were quite pragmatic and ad hoc, the management is now becoming more systematized. However, as with so many activities at American universities, agreement that academic affairs are appropriately handled by academics and administrative and financial affairs by administrators fails to give hard and fast criteria for other domains. For example, what body should have the decision-making authority to set study abroad program fees, approve budgets, determine study abroad program faculty salaries, and decide on how the occasional surplus program fee revenues should be assigned?

How OISP operates in the future will depend to a great extent on whether its role is viewed as primarily

facilitative, as seems to have been the view at the outset, or as somewhat more directive. The issue, then, is whether the OISP is directive chiefly with respect to foreign students and scholars, study abroad, and the other areas falling directly in its purview, or whether such authority extends to such other international programs as area studies. During the current transitional period, the lead consultant is unable to offer insight but recommends against much more centralization of authority.

A major reason for this recommendation is that UF's study abroad programs have been very much the responsibility of academic departments, not of a central office. Although, as suggested in the 1987 Review, "the fiscal management of program funds....should be more consistent for all programs," this should not be seen to require identical management approaches, but to allow for the academics and administrators involved to negotiate mutual accommodations.

Response to 1987 BOR Review Recommendations

Of the eight recommendations, number six, which recommended establishing a small scholarship fund to encourage minority students' participation in study abroad, was clearly implemented through the setting up of scholarships for UF minority students in support of their study abroad. While the specifics of the other recommendations may not have been fully implemented--and some, overtaken by events, are now less

relevant--the intent, spirit, and, already, substantial achievements, of UF stemming from its reorganization and restructuring of international programs constitute major responses to the 1987 recommendations, and, indeed, even go beyond in the aim of making international education and exchange a priority.

Recommendations

1. UF's nationally distinguished area studies programs should encourage and develop study abroad opportunities for undergraduate students, as is apparently being done by the African Studies Center.

2. The Council for International Studies and Programs should be asked to review and assess all UF study abroad programs in order to determine which (if any) should be terminated, which extended, and the kinds of programs important to develop in the future. Relative cost, cultural immersion, and academic quality should be major criteria for the review.

3. With its multiple international contacts and the international networks of so many UF faculty, the University of Florida should be a national model for the international professional development of faculty.

4. UF should include student exchanges (swaps) among its study abroad opportunities through, for example, the International Student Exchange Program (ISEP).

5. The University of Florida should take the lead in encouraging that the SUS Florida institutions work closely together to foster cooperation, higher enrollments, information sharing, and faculty interchange and input in the offering and implementation of study abroad.

6. While responsibility for the academic quality and content for study abroad programs should continue to reside with deans and departments, the Office of International Studies and Programs should have full and final authority with regard to their fiscal and administrative direction and management.

FLORIDA STATE UNIVERSITY

Introduction

Florida State University (FSU), like UF, is a major comprehensive residential state institution with some 700 foreign students (5 percent of enrollments) from over 100 countries. The average GPA of 1990 freshmen, 3.42, testifies to student quality, as does FSU's healthy record in hosting/sending foreign/U.S. Fulbright scholars. Widely recognized for its programs in the liberal and fine arts, the sciences, and the social sciences (especially policy studies), FSU's international strengths include development/developing world education involving field studies, and projects in many third world countries.

Areas of Strength Pertinent to Study Abroad

FSU is one of the leading SUS institutions in the number of study abroad programs and their enrollments, with several new exchange programs since the 1987 BOR review and still others contemplated for the future: Berlin, an international MBA, and so on.

The geographic diversity of FSU's study abroad arrangements is also impressive, including not only Western Europe but also the Caribbean and Central America and Eastern Europe.

FSU's study abroad programs are impressive in the

diversity of disciplines involved, including not only the humanities and social sciences, but law, business, hospitality administration, and education.

The establishment of four $5,000 special study abroad scholarships for minority students is another major accomplishment.

By drawing on FSU faculty members to teach in study abroad programs, these programs, especially in London and Florence and in Hospitality Administration, contribute significantly to international faculty development, not only for FSU faculty but for the other SUS faculty who are selected to teach them.

FSU's financial aid arrangements for study abroad are exemplary. They enable students going abroad to receive at least the same level of financial aid that they would receive if at FSU; they are eligible for more if expenses will be higher abroad. FSU students who enroll in non-FSU programs abroad are still eligible for financial aid if the registrar approves the program and FSU faculty vouch that the courses match FSU courses.

The central administration, including the president, seems strongly committed to study abroad and international education.

FSU encourages or makes it possible for its faculty members to play an important, even initiating role, in the running of study abroad programs.

Because program continuity and longevity are important to study abroad programs' success, the record of some FSU programs in this area is noteworthy: Florence dating back to 1966, London to 1971, Hospitality Administration to 1972, and the Oxford Law program to 1973.

Both the Barbados and Oxford law programs use some local teaching staff, rather than FSU or SUS only, and the London and Costa Rica (summer) programs use a variety of local resources, which helps to tie these programs into their geographic and cultural settings and thereby enhances cross-cultural learning.

Several FSU study abroad arrangements involve one-to-one exchanges, for example with the Université Dauphine in Paris where a few FSU business students can earn the maitrîse in one year at little or no more cost than at FSU.

The summer program in Costa Rica provides a low cost alternative for students who may not be able to participate in the costlier European-based programs.

Given the importance of evaluation, the evaluation conducted by the American Bar Association every three years of FSU's law programs abroad is an impressive model.

FSU collaborates closely with other SUS institutions in encouraging its students to enroll in other SUS programs.

FSU has actively pursued study abroad possibilities and support through the Florida Linkage Institutes, specifically the tie between Costa Rica, and with France through the

Florida-France Linkage Institute together with USF's New College and Miami-Dade Community College.

FSU's Council of International Education, which includes department heads appointed by the Provost, several ex officio members such as the foreign student adviser, the campus administrator of the Florence/London programs, and the Associate Vice President for International Programs, reports to the Provost and brings together pertinent campus interests. The Council serves as a vehicle for communication on study abroad, foreign students, and other international concerns. Given the high degree of decentralization in international programs (as in many areas of University life), the Council does not make decisions on study abroad and other international programs, but serves an information-sharing and advisory function.

Some Problem Areas

Impressive as are FSU's strengths pertinent to study abroad, there are some areas which might be improved.

While perhaps as many as 300 FSU students studied abroad in 1990-91, this is a tiny fraction of the more than 20,000 undergraduates at the university.

Study abroad programs are offered by FSU mostly during the summer. Study abroad has a much greater impact on students' international learning when it involves a longer period: at least a semester and preferably an academic year.

The assumption that the participating SUS faculty should absorb the extra costs of living abroad, in order to teach in London or Florence for a semester is becoming prohibitive. Opportunities will be restricted to those who can afford the experience, or to those who judge the financial hardship to be worth it.

FSU's study abroad programs, as typical of U.S. study abroad programs nationally, are heavily Europe-oriented rather than encouraging many students to study in less known regions/countries; however, as emphasized by some FSU faculty, for students who have never been outside of Florida, to study in Europe is already a major accomplishment.

FSU undergraduates typically cannot afford study abroad that costs more than the same period at FSU. The University needs to take this into account in developing new programs.

The housing arrangements in London which group students together, and the termination of a language proficiency requirement in the Florence program tend to isolate the FSU students, seriously restricting their opportunities to interact with the local culture. This affects the Italy program much more than London (for obvious reasons), and student interviews showed that the American students in the Florence program had limited chance to interact with Italians in Florence. FSU should give serious consideration to reinstating a language requirement for the Florence program.

Advising of students individually on study abroad

opportunities is limited because of space and staff constraints.

Office of International Programs (OIP)

The position of Associate Vice President for International Programs was created in 1987 to coordinate and administer the University's international activities. The Associate Vice President reports directly to the President and to the Provost. The Associate Vice President is a full-time position (the incumbent teaches one course per semester). Responsibilities include overseeing study abroad programs, approving budgets and faculty appointments, reviewing proposals for new study abroad programs, and, as mentioned, serving ex officio on the Council of International Education. Other OIP staff comprise a full-time secretary and the Faculty Coordinator for Study Abroad Programs, a position involving the Florence and London programs and, more recently, the Costa Rica summer program.

Response to 1987 BOR Review Recommendations

The 1987 SUS Study Abroad Program Review reported a strong commitment at FSU to study abroad programs. It observed that this could be seen by the number, diversity and longevity of such programs. The consultants for the 1987 review, after carefully reviewing FSU's study abroad programs, concluded that the findings of the 1986 Ad Hoc Committee on

International Programs commissioned by the Provost fully coincided with their own assessment. The 1986 report contained nine recommendations, of which four were concerned with international student rather than with study abroad matters. Of the others, several were implemented: a Council of International Education was established. While the position of Associate Vice President for International Programs was established, other international programs and offices have not yet been made part of it.

Recommendations

1. In order to encourage more programs the Office of International Programs should, with the Council of International Programs, develop and disseminate guidelines and other information relative to study abroad programs.

2. FSU should develop and pursue more opportunities to enable its faculty to have international experience, helping them make connections with institutions abroad through institutional contacts as well as funded programs, and giving such activity higher recognition in the faculty reward (recruitment and promotion) system to make this a yet higher and clearer priority.

3. More effort should go to developing low cost study abroad programs and to informing FSU students about such programs now

available, e.g., work abroad programs offered through the Council on International Educational Exchange, and programs offered by other colleges and universities and foreign institutions at low cost.

4. The language requirement for the program in Italy should be reinstated. Students with some language preparation would be more likely to interact with Italians.

5. Notwithstanding FSU's strong tradition of decentralization, FSU's central administration, as part of its acknowledged international commitment, should strengthen the role and impact on campus of international programs.

FLORIDA A & M UNIVERSITY

Introduction

The introduction to the self-study states that, "At the present, Florida A & M University does not have a bona fide study abroad program; however, several opportunities for students to engage in study abroad activities have been provided. It is the intention of the administration to establish an office whose staff will coordinate individual study abroad opportunities and who will develop a viable and progressive university wide program."

The consultants did not totally agree with the statement that the University did not have a bona fide study abroad program and proceeded to identify a number of unique and interesting study abroad activities already being implemented. The consultants did agree, however, that, in terms of variety of international activities that are being implemented, the complexity of the foreign student population and the international dimension of the faculty, there is an urgent need for the establishment of an Office of International Affairs to assume the function of developing, monitoring, directing and coordinating the multiplicity of on-going international activities and to assist in their identification and implementation.

The self-study further reflected the University's involvement in a series of international research and

technical assistance projects in Africa, the Caribbean and South America since 1971. An influx of foreign students as early as 1930 stimulated the University's interest in the affairs of the developing world. In 1971, the first technical assistance contracts were awarded to the School of Agriculture and Home Economics, for Kenya and Columbia; a growing interest in and commitment to the University's involvement in international development thus began.

Since the establishment of the Office of International Programs (OIP) in 1977, some twenty-two international research grants and contracts have been awarded to the University for project activities in approximately fifteen countries. The primary objective of the OIP was to involve the appropriate faculty and the School of Agriculture in a variety of agriculturally-related projects in the third world. The University takes pride in the foreign diversity of its faculty and its status of having the fifth largest foreign student population in the State University System. With the establishment of the OIP, the involvement of the University in third world development efforts has now become a mandate.

The School of Architecture

One of the most exciting and possibly the most interesting of the program offerings that could serve as a model for developing an academically internationalized study aboard program is that of the School of Architecture. This

program not only allows for study abroad experiences for its faculty and students, but it also is linked with an internationally recognized School of Architecture and reflects an extension of the academic offerings of the University. The faculty and staff have developed and offer appropriate courses in preparation for the integration of the students into the cultural environment in which they must live and work. The faculty has developed a formal linkage with the University of the West Indies and is seeking direction and guidance in the expansion of this professional relationship through a two-way faculty-student exchange. Presently, the School is operating the program under very limited direction, guidance and oversight from within the University.

The School of Business and Industry (SBI)

The concept and philosophy of the School of Business and Industry is one of "Global Competency." Thus, its academic program offerings are intricately woven into corporate world experiences. This requires that students should have an understanding of the international corporate community gained through study abroad experiences. The SBI has been able to provide such experiences through the development of a cooperative relationship with many of the Fortune 500 companies in such diverse settings as the United Kingdom, Hong Kong, France and Germany, to name a few. The physical

appearance of the SBI facility also depicted an international corporate setting and flavor.

The most pronounced shortcoming of the program is the lack of an organized direction to formally assist the MBA students in identifying and arranging with an appropriate corporate entity the acquisition of the necessary international internship experiences. As with the other colleges and schools, SBI's international activities operate independently of any office within the University.

Other Schools and Colleges

A variety of other international activities are undertaken by the Colleges of Pharmacy, Education, and Arts and Sciences, but they are limited in scope. These include foreign participant training, collaborative research, Peace Corps recruitment, faculty participation in Fulbright Awards and faculty/student participation and attendance at international conferences and seminars. The University has hosted a variety of international visitors from throughout the world, consisting of government officials at all levels. The interest and involvement of the University in such a variety of international activities, coupled with the desire of the international student population to encourage such participation constitutes a resource base upon which to build an effective international program.

The Caribbean Lifestyle Seminars

The Caribbean Lifestyle Seminars are courses offered to prepare students for their study abroad experience. These seminars provide students with the cross-cultural exposure, any required language training, and an orientation to each country's economic and political structure. Students then work effectively in the target country. Similar courses were also offered by the School of Architecture to prepare students for their study abroad activities.

The Office of International Programs (OIP)

Located in and under the direction of the College of Engineering Sciences, Technology and Agriculture (CESTA), the OIP has been the University's standard-bearer of international programs and activities since the early 1950's. The consultants readily understood that the historic role and the objectives of OIP basically serve the interest and needs of the agriculture and technology programs though the implementation of technical assistance projects. This office has been primarily responsible for the identification and acquisition of international agriculture and technological projects through grants and contracts awarded and funded by international donor organizations such as the United Nations Development Program (UNDP), United States Agency for International Development (USAID), United Nations Food and Agricultural Organizations (FAO), and the World Bank

(International Bank for Reconstruction and Development, IBRD). To clarify this role in the minds of the University community, OIP must be clearly identified as the Office of International Agricultural Programs and should specifically serve that function.

The OIP does serve the international development needs of the University in its present role. However, OIP is not properly staffed, housed, or funded to undertake a broader range of international activities. The University could benefit from another international office, with a broader mandate to expand and coordinate international activities.

International Student Concerns

The in-depth discussions with students, some of whom had participated in international activities and others who planned to participate, revealed a degree of frustration in being unable to identify sources and resources for pursuing such programs. The experiences of those who had been successful were very positive and worthwhile. Others expressed the need to identify sources at the University for counseling, obtaining financial support, and receiving guidance about study aboard experiences or other meaningful international activities. None of the students had knowledge about the OIP's role and function. They were aware, by word of mouth, of the international experience of their colleagues

which encouraged them to seek out similar experiences. The results, if any, were ad hoc at best.

Faculty and Staff Concerns

It was obvious from discussions with faculty members that, while a consensus exists in their desire to have the University expand its commitment to internationalization, there were a number of concerns about the degree of the University's commitment, lack of a formal mechanism to assist in program implementation, and the ability to make use of the available campus resources. Of most concern was how to internationalize existing programs and give them substance. There also seemed to be a rather vague understanding and interpretation of internationalization and its relationship to study abroad activities. The faculty was aware of a number of opportunities provided by the University through projects sponsored by OIP. They were also aware that faculty and students had gone abroad for a number of activities, but found these experiences to be of more value to the principals than to the University. However, there is an interest in and commitment to internationalization throughout the University community. Academic units which have not been involved expressed a strong desire to develop strong academic programs with international components and expressed interest in obtaining assistance in exploring such possibilities.

Recommendations

The University is to be commended for the in-depth preparation of the self-study and the Faculty Senate Initiative - Internationalizing Florida A & M University. Both reports identified the extent of the University's involvement in international activities and the University's limitations in expanding such programs. The faculty has identified the University's international strengths and weaknesses and how best these can be directed towards effecting an internationalized university program. Goals to be achieved in the process of internationalizing have been developed as well as specific recommendations for their achievement. No one can take issue with the substance or the approach to either. The end results of these reports concludes that internationalization, out of which viable study abroad experiences will develop, is an achievable goal and that University resources do exist to facilitate this process.

The consultants concur in the substance of these findings but wish to emphasize the very minimum of what is required to initiate the process towards internationalization.

1. The need for and the establishment of an Office for International Affairs (or an appropriate title) should be an immediate priority. This office should be located within and under the direction of the Office of the Provost or Vice President. The establishment of an

office at this level would define the level and degree of the University's internationalization commitment.

2. This office would provide university-wide services to those colleges seeking assistance in internationalizing their academic offerings by serving as a clearinghouse for relevant information and data about faculty/student awards, donor assistance and resources, identifying international development opportunities, and coordinating international student affairs and related international activities.

3. The present Office of International Programs should be renamed by adding "for Agriculture and Technology." The reorganization of this office should reflect these functions and others as directed toward the internationalization of the academic offerings of CESTA. All other unrelated duties and responsibilities would be absorbed by the University's new Office of International Affairs.

4. In order to implement the process of internationalizing, the University should review and consider the implementation of the goals, recommendations, and scheduling as outlined by the Faculty Senate Committee.

UNIVERSITY OF SOUTH FLORIDA

Introduction

One of the leading universities in the State University System in the comprehensiveness and quality of its programs, in the size of enrollment, and in the level of sponsored research, the University of South Florida (USF) is also a leader in its commitment to international activities. The excellent materials sent to the consultant in advance of the meeting January 31, 1992, with the Director and Associate Director of the USF's International Affairs Center were very informative, as was that two-hour meeting. However, because USF has multiple study abroad programs and important roles are also played by the Division of Special Programs in the School of Continuing Education (its Overseas Travel-Study Program) and by the so-called Off-Campus Term, there are, no doubt, major gaps in the consultant's information on and understanding of USF's study abroad involvements and hence in these observations and recommendations.

Areas of Strength

USF has impressive study abroad aspects, as the following summary suggests:

The International Affairs Center (IAC), established in 1984, plays a key role in a wide range of international activities including the study abroad programs. IAC is also

active in area studies, advising the model United Nations program, organizing events, bringing in outside specialists in international affairs (luncheon colloquia, Foreign Forum Lectures, television interviews, etc.), and publishing an excellent newsletter, the International Affairs Quarterly. Study abroad is therefore incorporated into the institutional goals for international experiences.

The mission statement of USF is notably strong among SUS institutions in making explicit the university's international commitment:

> The University is ... committed to internationalizing its campuses and to applying its expertise to the solution of global problems as well as for the enhancement of Florida's economic development. To that end the University will continue to engage in a number of activities with an international focus such as formal exchanges for teaching and research with foreign universities, foreign study-travel programs, international centers for research and the Florida-Japan Institute.

USF already has about two dozen agreements for exchanges with higher education institutions abroad, and still more are being developed, such as with the University of Santiago de Compostela in Galicia, Spain.

The Off-Campus Term (OCT) encourages reciprocal exchanges of USF students with institutions abroad, especially in the United Kingdom (an average per year of 45 USF students in the last three years). Approximately 1400 students have participated since the program's initiation in 1971.

USF now has over twenty study abroad programs, including study-travel programs (5 in 1990-91), offering opportunities in most major world regions, although predominantly in Europe.

The Overseas Information Center, staffed thirty hours per week with student help, disseminates an impressive amount of information about USF's study abroad programs, other SUS programs, and study abroad and exchange opportunities offered by other colleges and universities throughout the U.S. and the world. It also has information on jobs and internships overseas.

As part of its multifaceted international involvement, USF was awarded a U.S. Department of Education Title VI B grant to encourage more international business education and outreach to the Tampa business community through its School of Business Administration.

USF has devised an evaluation instrument for study abroad programs which is comprehensive and practical. Questions include the extent to which USF provided information in advance, if travel and other arrangements were effectively handled, and whether the program lived up to students' expectations and needs.

The structure for international programs at USF is also impressive. The IAC director is a member of the Provost's Council. The Advisory Committee for Overseas Study and Exchanges which the IAC Associate Director chairs and whose members are faculty from the colleges most involved in international activity, was established by the Provost and meets on a monthly basis to advise and recommend on programs and policies.

The USF statement of Suggested Minimal Standards of Operation for Study-Travel Programs is especially useful in setting forth detailed expectations for program directors with respect to fiscal accountability and other practical matters.

The continuity and quality of leadership in study abroad and international education are significant pluses at USF. The current director of the International Affairs Center (since 1984) was in 1966 appointed director of the earlier Center for International Studies and Programs. The experience of the half-time associate director since 1988 goes back to 1977 when he launched a summer study abroad program in France.

USF policies and practices concerning financial aid for study abroad are exemplary: the base is not the costs at USF, but the cost of the program abroad, including round-trip transportation. USF also does an outstanding job in informing students about the availability of financial aid for overseas programs.

The variety of experience offered through USF programs

abroad is an important and unusual asset. One example is the opportunity for USF students to have hands-on experience in rural development, an opportunity made possible through the collaboration of Public Health, Arts and Sciences, the USF exchange with the Universidad de los Andes in Merida, Venezuela, and the IAC.

Some Problem Areas

Although USF's Center for International Affairs is remarkably active, it is gravely understaffed in terms of the needs of the campus.

The lack of professional staffing for the Overseas Information Center seriously hampers its effectiveness. No matter how motivated and conscientious the undergraduates who staff the center are, they cannot be expected to perform at the level of trained and experienced professionals.

With over one hundred visiting foreign scholars at USF (116 in fall 1991), the University needs to provide them with some central service infrastructure.

Even though USF has an impressive array of study abroad and exchange opportunities, only about one percent of the student body participates in them, and they are overwhelmingly targeted to Europe.

Very few of USF's study abroad programs are geared to the non-traditional students, that is, majors in professional fields such as engineering, students of minority or

non-affluent backgrounds, and students who are commuters, older, employed, and/or married.

The funding of USF's International Affairs Center is insufficient for it to carry out its responsibilities in international education and exchange. According to the self-study prepared for the BOR review, "The base operating budget of the International Affairs Center has not increased since 1988 (p.6)."

A major weakness in USF's study abroad programming is that most of the programs have to be fully self-supporting financially. There is no USF program designated as system-wide so that participating SUS faculty teaching in it during the academic year (not summer) continue to be paid by their own university rather than from program fees paid by students.

Because most of USF's overseas study programs are coordinated through Continuing Education, much of the study abroad in these programs does not generate FTE through the state funding formulae tied to FTE and credit hours. Even if only some of this funding went to IAC rather than to Continuing Education's Division of Special Programs, this would be an increase in resources for the International Affairs Center.

The lack of centralization in study abroad administration at USF limits the role of the university's central international office, IAC, and its ability to influence and

direct activities and programs aimed at further internationalization of the campus. The current role of IAC ranges from giving its endorsement to some programs and only being informed about others, to having no input whatsoever. IAC lacks the authority to monitor and assure quality in programs and the staffing and fiscal resources to administer programs.

Central Office and Structure

The International Affairs Center is a central office for international programs in several respects. Its director reports to the Provost's Office and is a member of the Provost's Council. Total staff comprise the full-time director (who also teaches one course each semester) and a half-time associate director, plus secretarial and some student help. The lack of staffing and funding resources, as mentioned above, limits IAC's ability to shape international programs at USF. Nonetheless, its activities are diverse and wide ranging.

The Advisory Committee for Overseas Study and Exchanges, which is broadly representative of the campus, and the task force recently created by the Provost to recommend on more centralization of the international at USF have both recommended that a professionally staffed Overseas Study Advising Office be created in the near future. The "concept paper" prepared by the task force has proposed the

establishment of a Center for International Education and Research (CIER), as was mentioned earlier.

CIER's executive director would report to the Provost. Under CIER would be placed the offices of Overseas Studies, International Student and Scholar Services (the foreign student adviser is currently in Student Affairs), Campus International Programs (including many of the programs now handled by IAC), and the Florida/Japan Linkage Institute. The practicability of these recommendations is discussed later.

Students

USF's student body, over 32,000, is disbursed among five campuses. It is very diverse in its composition and also very international. Its foreign students constitute 11 percent of total enrollments. Health sciences, including medicine, and Business Administration are among the fields especially attractive to students. USF is very much a commuter school; many students are not affluent. Many have family or job obligations.

USF's students excel academically. Entering freshman have SAT scores of over 1000, and average GPAs their freshman year of over 3.0. By ability, career goals, and because of (or despite) their own diverse backgrounds, USF students have a higher interest in study abroad than students at many other SUS campuses. This probably reflects the quality and diversity of USF programs, the commitment of their directors

and of IAC, and the promotion and development of study tours and residential programs abroad through Continuing Education's Division of Special Programs. It is impressive that even though relatively few USF students can study abroad other than in the summer, USF ranks second, after the University of Florida, among higher education institutions in Florida in numbers of students studying abroad in 1989 (372), as reported in the Institute of International Education's most recent Open Doors. (It is, in fact, surprising that USF can report numbers to IIE in that there is no centralized and complete recording of students who study abroad either before they go or on their return to the U.S.)

Japan Linkage Institute Program

The USF has benefitted from the Linkage Institute Program, inaugurated some four years ago by the Florida legislature, through a linkage program with Japan. Although much of the focus of the program is on trade relations between Florida and the foreign countries concerned, as well as exchanges in the general field of culture, USF Linkage Institute activities have included some teacher and student interchange; it is hoped that such exchanges will increase.

USF's active role in the Japan Linkage Institute has relied on volunteer activity, outreach going well beyond Tampa, the sharing of staffing and other resources, and a sensitive relationship between the institutions concerned.

USF's commitment to the Japan Linkage Institute reflects its commitment to international education and to the University's other well recognized Japan involvements. However, the absence of state funding (there was $50,000 the first year) jeopardizes not only its effectiveness but its very survival.

The fact that the Director of IAC is head of the Florida Linkage Institute with Japan is another testimony to the multifaceted involvements of IAC: its commitment to a range of activities which involve the wider community as well as USF, its active role in international education at many levels, and its using multiple strategies. Through these involvements IAC fosters the climate and contacts so important to students having a successful study abroad experience, even though it, itself, directly administers little in this area. To sum up, while the Japan Linkage Institute Program has been creatively handled by USF--and it would welcome UWF collaboration because the latter's Kobe involvement would suggest that this would be mutually beneficial--the dim prospects for further state funding and the very minor role the Institute has played in study abroad programs make it difficult to make the case for major efforts to support the Japan Linkage Institute.

Response to 1987 BOR Program Review Recommendations

There were ten recommendations made following the 1987 review; most have not been implemented. Those having to do

with how study abroad programs are administered cannot easily be implemented unless IAC is given more responsibility for USF study abroad programs. Such leverage is not likely until programs become more centralized under IAC.

Several problem areas, flagged in the 1987 recommendations, will continue to be difficult to resolve until a central office has more authority with respect to international education and study abroad. Examples include the handling of funding, allocations of out-of-state waivers to study abroad students, health insurance concerns, and the recruitment of students for (marketing of) study abroad programs. Basically, the opening statement in the 1987 review, namely, that "all study abroad programs are coordinated through the International Affairs Center" did not then reflect the realities of the situation and does not in 1992. IAC continues to lack the necessary resources and authority to effectively coordinate all USF study abroad.

Recommendations

1. The recommendations put forward in USF's self-study seem very appropriate and are aimed at strengthening international education and exchanges at USF. The funding problems faced by higher education institutions throughout the U.S. make realization of these recommendations impossible in the near future. However, their importance in the long run should be recognized.

2. In the near rather than distant future, study abroad advising should be handled by a trained and experienced professional staff. Although undergraduates providing this function have been extremely helpful, a professional staff would be advantageous.

3. Assuming that the IAC should have responsibility for and should receive appropriate funding through FTE formulae, the Center should play a role in this area, perhaps somewhat limited initially as experience is gained, so that it can be more effective in monitoring, directing, managing, and supporting study abroad, and generate revenues to help make this possible.

4. Some systematization of study abroad arrangements is overdue: stipends for program directors, costs to students, recognition of academic credit, and marketing of programs.

5. Staff support should be increased so that student exchanges can be expanded, especially because student exchanges offer reciprocal benefits, including low cost to USF students, highly qualified incoming exchange students, and wide campus impact.

6. The Merida, Venezuela, study abroad program and relationship should receive System-wide attention. It has

the necessary quality, breadth, and institutional commitment of USF to more than justify this status.

7. Although this report focuses on study abroad, the close interrelationship of study abroad and foreign student programs and concerns suggests that foreign student services at USF merit a substantial increase in staffing. A centralized office could also interact with the large number of international scholars and researchers.

8. Even though there is a relatively high level of faculty/researcher international interchange at USF, also reflecting the university's quality, no office is charged with encouraging and facilitating faculty exchanges; this might well be a function of a new office on international scholar concerns, and could also be a major and low cost force in internationalizing the university.

9. USF's active involvement with Japan, derived from the University staff's experience with and commitment to U.S.-Japan interchange, should be expanded into a System-wide resource, as USF has proposed to UWF.

FLORIDA ATLANTIC UNIVERSITY

Introduction

Florida Atlantic University (FAU) was founded in 1961, making it one of the younger SUS universities. The area it serves is one of the fastest growing in the United States. Future growth is expected to involve a high degree of cultural and ethnic diversity and a continuing influx of advanced technology industries. In response to these regional demands, Florida Atlantic University emphasizes engineering, the sciences, and business.

In preparing for the consultation in Florida, the lead consultant found the self-study undertaken by FAU for the Board of Regents Review quite informative and helpful. The absence of quantitative data on the number of FAU students who have studied abroad in recent years, where, and in what kinds of arrangements was unfortunate, if understandable. Moreover, even though FAU offers no formal study abroad programs, the academic group travel programs and exchanges which it does offer might have merited more detailed coverage. Supplementing the self-study were the 1990 SUS Annual Report and the Master Plan (1988/89 - 1992/93), both quite helpful as was the one and one-half hour meeting with FAU's International Programs Director. He communicated a major commitment to and high aspirations for study abroad programs at the University.

Areas of Strength Pertinent to Study Abroad

FAU has had an International Programs Office since 1990 (it succeeded the Office of International Studies set up in 1985), staffed by two half-time people: a very energetic and competent director and a study abroad coordinator. They disseminate information about study abroad on campus.

Since 1985, FAU has worked closely in international programs and activities with the Florida Collegiate Consortium on International / Intercultural Education.

Florida Atlantic University students have a good record of participation in the study abroad programs of other SUS institutions. For example, FAU students have attended FIU's summer program in Cambridge, England, and FSU's London/Florence semesters.

As of January, 1992, the IPO Director no longer reported to the Undergraduate Studies Dean but to the Academic Vice President and Provost.

Through its collaboration with the other SUS institutions and the Collegiate Consortium for International Studies (CCIS), FAU can offer a wide range of study abroad options to its students; areas include most of the West European countries plus Colombia, Ecuador, Mexico, Jamaica, China, and Israel.

FAU sponsors an art study tour in Mexico for less than $1500 per student.

The president of FAU has full legal authority to sign

agreements with higher education institutions abroad so that, while FAU students pursue studies at that institution, they pay fees to FAU. Likewise, students coming from a foreign institution pay their institution.

FAU students who are normally eligible for financial aid while at their home campus are eligible during their study abroad, assuming that they have complied with various procedures and requirements.

FAU requirements, policies, and procedures for offering the study abroad programs referred to as Academic Group Travel Programs have been carefully worked out, including provision for coordination by the OIP Director, conditions for granting academic requirement, and the requirements of contingency planning.

FAU is able to fund travel grants (to a maximum of $750) for some faculty and students, helping them to pay the international travel costs of a stay abroad.

Some Problem Areas

FAU offers no study abroad programs of its own (defined by FAU to exclude student exchanges and tours, the latter referring to programs led and with classes largely conducted by a FAU faculty which may generate credit).

Apparently, there has been a problem in the past, which is now rectified, in obtaining reliable data, such as numbers

involved and student destinations for the Study Abroad Program.

As a result of FAU's not offering any study abroad courses, it is not able to offer FAU faculty the international professional development opportunities available to faculty who lead or teach in study abroad programs.

Very few FAU students can afford the costs of study abroad programs, estimated at $5000 for a semester program.

According to the FAU self-study, arrangements for students to register and receive credit for their study abroad and FAU procedures for study abroad program approval and evaluation are all in the process of being improved.

There is no university-wide committee or other body to oversee activities in the study abroad field.

Although the University has a Latin American Studies program, it has small enrollments and does not offer or encourage study abroad programs for its students.

No study abroad programs are targeted to the many FAU students majoring in professional fields, such as nursing, urban and public affairs, and business, even though these fields increasingly have important international dimensions.

The $4,000 budgeted for OIP's office/administrative expenses seems most inadequate.

The offices of International Students and International Programs, which are in Student Affairs and Academic Affairs, respectively, need to more effectively coordinate their

activities so that study abroad and foreign student activities and programs might better complement and contribute each to the other.

Students

The student body at FAU is outstanding, with an average GPA of 3.09 for the 1990 freshman class. With some 14,000 students, FAU ranks fourth in size among SUS universities. Because it was an upper division only institution until 1985, a major impediment to undergraduate study abroad, it still lacks a study abroad tradition. Moreover, the composition of the student body makes it difficult to recruit many for study abroad. Close to half are part-time, 15 percent are of minority background, and the great majority of students are in the sciences and professional fields (over one-third in business).

Response to 1987 BOR Review Recommendations

With no site visit to FAU, the lead consultant experienced difficulty in ascertaining if and to what extent the 1987 program review recommendations have been put into effect, but with the following exceptions:

OIP's location has been moved (twice in 1990-91), and is more centrally located than in 1986.

FAU's rapport and cooperation with local community colleges has continued, as was recommended, but FAU has not

developed model study abroad programs through this cooperation.

A task force has been assembled to develop a strategic plan for internationalizing the University. An international university-wide committee is a likely outcome of the task force.

Recommendations

1. Florida Atlantic University should begin to offer its own study abroad programs, and should expand its tours abroad (especially those with low costs) and its student exchanges in order to encourage more FAU students and faculty to have experience abroad.

2. In developing opportunities for study abroad, FAU should make special efforts to target students in the professional fields, particularly business and engineering, because of FAU's large enrollments in these fields.

3. Given the rapid growth of technological industries in the South Florida region where FAU is located, its expanded efforts in international education might well involve seeking collaboration with local industry. For example, business students might be funded for study abroad. FAU should explore the possibility of finding industry placements/internships for

FAU business and engineering students in the overseas subsidiaries of southeast Florida industry.

4. Latin America and Japan should be given major consideration as locations for study abroad programs because of FAU's special funding for Japanese studies and because FAU has a Latin American Studies program.

5. The Directorship of the International Programs Office should be a full-time position in the near future. When warranted by program development the Study Abroad Coordinator should also become full-time. The IPO office should have adequate financial support as its responsibilities increase.

6. An international council or committee on international programs should be established by the Provost, with membership reflective of FAU's present international programs and interests. This group would review and monitor all international programs and make recommendations about how to strengthen them, especially study abroad. It would also approve proposals for new programs recommended by the IPO Director. The new body would report to the Provost.

7. An important priority for the proposed new council would be to review, revise, and approve those recommendations made by the IPO concerning how students register and receive credit

revise the University's procedures for study abroad program approval and evaluation.

8. Another important and urgent priority for the council would be to study and advise the Provost on whether and to what extent various kinds of international programs and involvements should be pulled together in a single office, of which IPO would be a major component, including the Foreign Student Office.

9. The International Programs Office should, in collaboration with other SUS institutions, seek and compile information on funding available for study abroad, such as the Fulbright Program administered by the Institute of International Education (IIE), Rotary International, and, when guidelines are available, the National Security Education Act of 1991.

UNIVERSITY OF WEST FLORIDA

Introduction

The academic community of UWF strongly advocates international studies and programs. Its administration, faculty, and students are committed to the 1988 UWF Mission statement to "know and appreciate one's cultural heritage from both an international and national perspective" and to promote "cross-cultural and international experiences and activities". It is a tribute to UWF that as a regional university, it has many diverse international programs. An area for improvement is that decentralization results in a lack of direction in its international programs. Internationalization at UWF is fragmented and unorganized (see recommendation 1).

The Office of International Programs (OIP)

The OIP coordinates faculty/student exchanges in cooperation with academic departments and support units such as the Financial Aid Office. OIP's emphasis on overseas study programs and research helps to internationalize the campus. Through its exchange agreements, visiting international scholars are invited to teach and give presentations on campus. OIP also attempts to broaden the international scope of the University's educational community.

There is apparent confusion concerning the Office of International Programs and the International Studies Program

(ISP) because of the similarity of their names. ISP, a degree granting program in the Department of Political Science, is not very involved with OIP (see recommendation 2).

OIP is centrally located and easily accessible to faculty and students. Its staff consists of a half-time director who also has a half-time teaching position in the History Department. The position was full-time but has been cut to half-time as a result of budget constraints. (see recommendation 3.) The Director reports directly to the Provost and Vice President for Academic Affairs. In addition to the director, there is a highly qualified full-time secretary who has not only organizational skills, but also has overseas study experience and facility in several languages.

OIP's resource library contains copious information on foreign countries and universities, international organizations and the study abroad programs. It is extremely well-organized and comprehensive.

OIP's budget is marginal. The General University fund gave approximately $6,500 in 1990-91 for supplies and expenses. This represented over a twenty percent reduction from OIP's initial budget of $7,735 in 1980-81. State revenue pays for the salaries of the two staff positions and incidental expenses incurred by OIP. Two programs are partially funded from special endowments: the exchange with National Kaohsiung Normal University in Taiwan, and the UWF Irish student and faculty exchange, funded through the Mary

Ball Washington Fund.

After 12 years, the OIP Director has decided to leave the position for full-time teaching and research at UWF. He leaves an unmeasurable legacy in internationalizing the campus. He linked both faculty and students from numerous countries with UWF and established low-cost programs. The Director has been successful in securing grants such as $170,000 from USAID to bring 18 Guatemala students to UWF in 1989-91. A prime example of the Director's accomplishments was bringing the Caesarea Maritima museum exhibit to UWF's Art Gallery. The Caesarea Maritima program in Haifa is the world's largest marine archaeological project; it not only has given participating UWF students and faculty a unique experience abroad, but has also made possible UWF outreach program to the wider Pensacola community.

At the same time, the OIP has had almost no contact with the professional organizations in international education, such as the Council on International Educational Exchange (CIEE). A systemized information approach using printed publications to inform students and academic units about overseas study programs was not developed (see recommendation 4). Perhaps the most serious weakness of OIP in recent years has been the high degree to which it has functioned on its own rather than through collaborative team efforts with UWF structures and systems, whether committees or other units. Such an approach tends not to generate the institution-wide

knowledge, involvement with, and support of international programs which is so important to their recognition and effectiveness.

OVERSEAS PROGRAMS OF THE OFFICE OF INTERNATIONAL PROGRAMS

OIP's overseas study programs are mainly for UWF students since most involve exchanges with overseas institutions. Present programs include Ming Chuan College and National Kaosiung Normal University (Taiwan), Sophia University (Japan), University of Amsterdam, University of Klagenfurt (Austria), National University of Ireland/University College, Dublin and Cork, University of Oslo, University of Haifa at Caesarea Maritima, University of Quebec at Chicoutimi, Universidad de las Americas (Mexico), Universidad Nacional (Costa Rica), and University of Tampere (Finland). These programs range from a minimum of two weeks to an academic year. Due to the reciprocity and logistic arrangements of exchange programs, there are between two and five UWF students in each program. The most popular fields are in the humanities and liberal arts, but overseas study opportunities exist also in business, education, and computer science. As indicated earlier, these programs are low-cost due to their reciprocal arrangements. Most of UWF's exchange agreements provide that students register and pay fees at their home institutions. These fees cover the costs of the incoming exchange, thus enabling all participating students to attend

the partner universities without paying additional fees. UWF and these partner universities implement quality control of faculty, course content, student evaluations, and program review by the International Affairs Committee in cooperation with the Vice Provost for Academic Affairs.

UWF's study abroad opportunities are impressive, especially the low-cost student exchanges. However, very few UWF students study abroad on other SUS programs, or, indeed, on programs other than UWF's exchanges. This points up the need for more information dissemination, previously noted, and for UWF to look beyond itself in offering study abroad opportunities to its students (see recommendations 5 and 6).

UWF/Kobe Center

In 1990 UWF established a center in Kobe, Japan, in cooperation with the Ukifune Group, a Japanese organization which owns and administers ten vocational and technical schools approved by the Japanese Ministry of Education. The UWF/Kobe program is administered by UWF's Associate Vice Provost for Extended Learning. Its objectives are to offer the following in Japan: 1) an intensive ESL course of study; 2) non-credit certificate courses of study to meet the special needs and interests of Japanese students; 3) a summer semester in Japan for American students combining intensive Japanese language study with courses in Japanese culture and international business; 4) a semester or year abroad, with

focus on Japanese language, culture, and Japanese-style management for American students; 5) a UWF Student Business Internship; and ultimately perhaps, 6) associate of arts and bachelor's degrees. Additionally, there is an objective to provide a semester or year for Japanese students in Pensacola.

The summer semester in Japan program was initiated in 1991; 10 students (5 UWF, 5 SUS) were accepted with full scholarships (tuition, airfare, housing, meals) paid by the Ukifune group. The excellent support system was staffed by UWF and Japanese instructors. The program was cancelled for the summer of 1992 due to insufficient enrollments, in spite of the fact that in the previous year there were 80 applicants for only 10 slots. Program publicity began much later than anticipated, and, more to the point, there was not the same scholarship support as in 1991.

This report does not discuss the programs for Japanese students either in Kobe or Pensacola because 1) they fall outside of the consultant's assignment to focus on study abroad for SUS/UWF students, and 2) the issues relating to the Japanese students are very well addressed in the Report of the Substantive Change Committee: University of West Florida, Kobe, Japan of the Commission on Colleges, Southern Association of Colleges and Schools, dated October 3-4, 1991. This report therefore only makes a recommendation with regard to that part of the Kobe project which relates to American students studying in Kobe, namely, the recruitment and support

of American students to study in Kobe, and the management of this study abroad opportunity by UWF (see recommendations 9 and 10).

Florida-China Linkage Institute (FCLI)

The Florida Legislature established FCLI as part of the linkage institute in order to promote academic cultural, and economic ties with China, Hong Kong, Macao and Taiwan. Even though FCLI was able to raise matching funds, the Legislature in 1991 discontinued its allocations due to severe budget constraints.

The core of FCLI has not been study abroad, although in 1987 and 1988 UWF's Department of Anthropology and Sociology organized study tours to China which were co-sponsored by FCLI, and offered academic credit. Apart from these tours and exchanges of visits, primarily in the cultural field, during its first three years of funding the Florida-China Linkage Institute focused on conferences relating to comparative demographic trends and other subjects.

An important component of the linkage institute program is affiliation with community colleges, in the case of FCLI with Brevard Community College regarding cultural exchanges, ESL instruction and vocational training (see recommendation 11).

International Affairs Education Committee

The aim of the International Affairs Education Committee as indicated in a memo of March 7, 1988, is to "recommend guidelines for the development, coordination, and improvement of all programs relating to the international dimension of the mission of The University of West Florida." Another goal is "to monitor and review the international component of the University's programs and activities to ensure that high quality programs are maintained."

The Committee's responsibilities include curriculum, community needs, and developing inter-institutional programs. Its 16 members include representatives from the College of Arts and Sciences, Business, Computer Sciences, Education, Community and Junior colleges, the community, and students from the U.S. and other countries. Directors of the Offices of International Programs and Grants and Contracts and the Foreign Student Advisor are ex-officio, non-voting members.

The Committee's impact has been marginal. It meets infrequently. It is striking that the UWF self-study barely mentions the committee. Perhaps this is because study abroad and exchanges are not explicitly mentioned among the committee's responsibilities. This should be rectified.

For the Committee to be more actively involved it should have much more communication with the directors of international programs, especially of OIP, the China Linkage Institute Project, and the Kobe Program. The central

administration needs to give the committee more direction and to involve it more directly in international programs and policies. The OIP Director should meet regularly with the committee, both to keep it informed about international programs and to seek guidance and advice on program development and policy issues (see recommendation 12).

Students

Approximately 50 or more students participate annually in UWF overseas programs. In our discussions with students there was a consensus that without the efforts of the OIP director, far fewer would have gone overseas. He coordinated the efforts of the academic support units (Financial Aid, Office of Records and Registration, etc.), advised the students regarding their academic courses, assisted them with pre-departure orientation, and emphasized cross-cultural adjustment issues. In short, the OIP Director's commitment to international education and his attention to detail and organization sparked the students' interest and made it easier for UWF students to go abroad.

Non-traditional and Under-represented Faculty/Students

OIP has encouraged and facilitated opportunities for minority faculty and students to gain an international dimension at UWF, for example, through exchanges of students with the Universidad Nacional in Costa Rica and the University

of the Americas in Mexico. There have been efforts by the OIP Director to develop exchange agreements with academic institutions in Africa in order to encourage the participation of African-American students and faculty. However, due to airfare costs, communication barriers, and so on, no program has yet been formalized. The OIP Director has also sought to recruit minority students through presentations to the Black Student Union. Despite these efforts minority student participation in UWF study abroad remains very low (see recommendation 13).

Because most of UWF's study abroad programs are reciprocal exchanges with universities abroad and therefore involve very little additional expense over costs for the same period at UWF, these programs are much more accessible to students unable to afford the more traditional and costly junior year study abroad programs.

Academic Support Units

Academic support staff at UWF includes a dedicated group of professionals, knowledgeable about and committed to international education, and extremely helpful to students. In spite of high workloads and limited staff assistance, their performance is exemplary. This group includes the Directors of Financial Aid, Registration and Records, Admissions, and the Foreign Student Advisor, all in the Division of Student Affairs.

Office of Financial Aid. Financial aid is available to UWF students studying abroad whether they are enrolled at UWF for the program period or in a university abroad. This policy is a major encouragement to study abroad; in too many U.S. universities and colleges, financial aid is available for overseas study only when the student is registered at the home university for the period involved. OIP helps the Financial Aid Office obtain information regarding itemized costs, program duration, and other significant details on each study abroad program, thus assisting Financial Aid to determine the student's financial aid package. The OIP/Financial Aid approach is a model for other U.S. universities and colleges with overseas study program.

Office of Registration and Records. OIP collaborates with the Office of Registration and Records in defining the course work taken by UWF students at institutions abroad. If UWF study abroad students enroll in UWF courses, they must take, while abroad, courses paralleling these UWF courses. Transient forms are completed which indicate that the student is studying overseas. Upon the students' completion of courses abroad, the Office of Registration and Records indicates only course numbers and titles (see recommendation 14).

An apparent problem is the serious time lag in the forwarding of transcripts from the host university to UWF, causing excessive delay in processing grades and credit

evaluation in the Office of Admissions. This process sometimes can take 10 to 12 weeks or longer. Students are easily frustrated since their class status and an assessment of their credit requirements are in jeopardy (see recommendation 15).

Office Of The Foreign Student Advisor. The Foreign Student Advisor (FSA), a full-time 12 month position, has a wide array of responsibilities. OIP and FSA work together in assisting international students admitted to UWF as a result of exchange agreements with partner institutions abroad.

Should the Office of FSA remain in Student Affairs, or should it become part of an Office of International Education, the establishment of which would signal an upgrading and greater centralization of international activities and programs at UWF (see recommendation 16)? This decision will depend on how much priority UWF gives to international education and to the role of OIP in this field.

RECOMMENDATIONS

1. In order for UWF to pursue effectively the international goals set in both the UWF and SUS mission statements, the major components of study abroad and other international programs and activities should be centralized and coordinated. Serious consideration should be given to establishing an Office of International Education (OIE) under an Assistant Provost, Dean or Director. The designations of

Assistant Provost or Dean are preferable, since either would give the academic unit higher status and would recognize the significance of international studies and programs.

2. The Office of International Programs (OIP) should be designated as the Office of Overseas Study and Faculty Development, a name better reflecting its focus on study and teaching abroad for students and faculty. This would also avoid the confusion between the Office of International Programs and the International Studies Program.

3. The position of Director should be restored to full-time so that UWF can fulfill its international mission. If limited fiscal resources prohibit this, an option might be for the Director's position to be full-time during the academic year but only half-time during the summer.

4. A problem with OIP is the lack of a coordinated and organized effort to disseminate information about UWF's programs and other study abroad programs to students, appropriate UWF academic units such as the International Studies Program, the other SUS institutions, and the community. Publications should include at least a list of all UWF overseas programs under the headings of academic year, semester, and so on. A composite brochure should give information on all programs; courses, accommodations, field

trips, costs, etc., and individual brochures on each for those needing more information.

Communication is essential to inform students about UWF's and other overseas study opportunities. The more serious problem with OIP in recent years, its very much "going its own way," rather than working through existing systems and structures, should be remedied with the next director. International programs should be integrated into UWF's regular procedures and communication systems, not be apart from them.

5. International Internships should be established to respond to significant student interest. Existing exchange agreements between UWF and foreign universities should be reviewed to ascertain whether internships might supplement overseas study programs.

The International Association for the Exchange of Students for Technical Experience (IAESTE) and The International Association of Students in Economics and Commerce (AIESEC), as UWF student chapters, could offer other internship possibilities. U.S. industries which have overseas subsidiaries and Florida firms owned by foreign nationals as listed by the Florida Department of Commerce are other possibilities. International internships would make the UWF student more marketable and increase their career opportunities.

6. UWF's study abroad opportunities, impressive as they are, should extend beyond its own programs. More UWF students should be encouraged to study abroad in other SUS programs and those in other institutions outside of the state.

7. There should be an integrated communication process regarding the UWF/Kobe Center Project with the Director of the Office of International Programs, the International Affairs Education Committee and the Faculty Senate. Representatives from all three units should be on the UWF/Kobe oversight committee. The UWF/Kobe program should be coordinated under the Office of International Education, thereby relating it more to UWF's other international components. Every effort should be made to maintain the study abroad in Kobe for UWF/SUS students, to recruit enough students to participate in it, and to reinstate the scholarship assistance available for the program's first session. A semester or year abroad program in Japanese language, culture and Japanese-style management and a program of Business Internships in Japan should be established within the next two years.

8. If the Florida China-Linkage Institute continues to exist even if funds for it are not forthcoming from the Florida Legislature, it should be under the Office of International Education (OIE). External sources of funding might be explored through USIA, the U.S. Department of Education, the

National Security Education Act (Boren Bill), the private sector, and with the Taiwan, Korea, and Hong Kong governments and industries.

9. The memo of March 7, 1988 from the Chairperson, International Education Task Force, to the Provost/Vice President for Academic Affairs regarding the charter revision for the International Affairs Education Committee (IAEC) should be implemented by the central administration. Study abroad and exchanges should be explicitly included among IAEC's responsibilities. The Faculty Senate should include an IAEC member ex-officio. This would enhance the Committee's status and its role in academic governance at UWF. The central administration and especially the OIE Director (OIP until OIE is established) should directly involve the Committee as an advisory body regarding international agreements, activities, and the internationalization of UWF.

10. More coordinated effort should be made to inform minority faculty and students and the handicapped about overseas study programs and other international opportunities. The many Hispanic faculty and students should be a resource for developing UWF programs in Latin American and the Caribbean that might attract Hispanic students. Pertinent and timely would be the establishment of an American/Caribbean Area

Studies Institute, a priority concern of the International Affairs Education Committee.

11. When a UWF student is enrolled in an overseas study program, the transcript should indicate course numbers, titles, program country site, and the international university, when applicable. These transcript designations assist the student with prospective employers and Directors of Admissions at professional and graduate schools. An international dimension on a transcript can be a significant asset in a student's portfolio.

12. The Office of Admissions should make every effort to reduce delay in assessing an overseas transcript, and in informing the host university of prescribed deadlines.

13. The question of whether the Office of Foreign Student Advisor should be incorporated in the proposed new Office of International Education (OIE) depends on whether the university decides to centralize all international activity. A new Office of International Students and Scholars under OIE also could assist international visiting professors. On the other hand, the Office of FSA is an efficient organ of Student Affairs under the capable direction of the Dean. If a transfer of this unit undermined the organizational and operational structure of Student Affairs, it should probably

not be attempted.

14. The recommendations in the 1987 Studies Abroad Review, for the most part, were not implemented, and are being recommended again. The UWF administration should reconsider them at this time, since UWF's international focus is in a state of transition. Strategic planning and restructuring are the present goals of UWF's academic agenda. It is a propitious time for UWF to think and act internationally.

UNIVERSITY OF CENTRAL FLORIDA

Introduction

Located in Orlando, UCF has some 22,000 students and is a major comprehensive university, offering some sixty advanced degrees, including fourteen Ph.D. programs. As at other SUS campuses, the quality of UCF students is outstanding; the average GPA of the 1990 freshman class was 3.38. The University's location in the region of Disney World and the Epcot Center which attract thousands of foreign visitors, gives it a cosmopolitan dimension.

It is of interest that the Foreign Language Department has had an important role in the development of UCF's study abroad programs. With the exception of the semester program in Tilburg, Netherlands, an English language program that is targeted to business administration students, all of UCF's study abroad programs involve foreign language study and requirements. It seems unfortunate that serious consideration is apparently being given to reducing the University's foreign language requirement, partly motivated by a concern that students not be delayed in completing their degrees.

Areas of Strength

Since 1987, shortly after the statewide program review of that year, UCF established an Office of International Studies (OIS), reporting to the Provost, and responsible for

coordinating international programs at the university level.

UCF has a strong record among SUS institutions in offering a number of study abroad programs (7-8) and in the number of students who participate in them (over 80 in 1991).

The foreign language focus or emphasis in most of UCF's study abroad programs reflects the major contribution and impact of its Department of Foreign Languages and especially of the Department Chair.

UCF's study abroad program in business at Tilburg has been designated a State University System program by the SUS Council of Academic Vice Presidents, thus giving it a wide base of recognition as well as enabling participating faculty to continue to be paid by their home campus rather than from the program budget. However, no other SUS institutions currently are participating in the program and this had created economic concerns for UCF. As a result, the program has been canceled.

International programs at UCF are fortunate in having the active support of the central administration.

Although UCF's study abroad programs now are all located in Europe, the OIS has plans to diversify study abroad opportunities. Latin America is a possibility.

The Provost's Office has provided important administrative and financial support to some UCF study abroad programs. For example, that office supported several summer

programs in 1991, even though student enrollments were too low for the programs to be self-supporting.

Some Problem Areas

Some of the areas which might be improved in international education and study abroad at the University of Central Florida are mentioned below.

The position of Coordinator of Study Abroad is half-time only, a situation which severely limits the services it can provide and its capacity to undertake such activities as initiating new programs, writing grants for outside funding, and networking.

Relatively few students from other SUS universities enroll in UCF's study abroad programs, and very few UCF study abroad students go through the programs of the other SUS universities.

Neither the OIS nor any other office has complete information on UCF and other SUS students participating in study abroad programs.

As of 1992, study abroad programs offered by UCF must be self-supporting through sufficient student enrollment, and can no longer incur costs not fully covered by program fees and other revenue.

Study Abroad Programs

UCF's study abroad programs include summer programs in

Urbino, Italy, Madrid (formerly in Oviedo), St. Petersburg, Quebec (formerly in Normandy, France), and Jena, Germany, and the semester program in Tilburg. UCF also has developed or is developing some exchange programs which, by their nature, are more affordable for UCF students: with the University Jean Moulin in Lyon (1 student each way for an academic year), with the Institut des Sciences Appliqués, also in Lyon, for engineering students who have adequate French, and, hopefully in time, with an Italian university.

Response to 1987 BOR Recommendations

The 1987 Program Review of Study Abroad set forth eleven recommendations for UCF. With regard to those about which the consultant could become informed, most have either not been implemented at all or only partly. However, with the economic problems that have developed in the last few years in Florida and nationally, it is impressive that some progress has been made in implementing the 1987 recommendations.

An Office of International Studies has been established with a new Director who reports to the Provost and is mandated to encourage and strengthen international studies and study abroad at UCF.

Several new study abroad programs have been initiated since 1987 and others have been restructured.

The study abroad programs of UCF have enjoyed a strong commitment in principle from the central administration even

if, as recommended in 1987, it has not so far proved possible to increase the financial support of programs and their directors, whether from the University Foundation or other sources such as released time for faculty.

A University-wide foreign language requirement was implemented, as recommended in 1987. However, the requirement was revised to two semesters of study for B.A. students and as a departmental option in B.S. programs. The proposed relationship entered into with the Paris Internship Program of Boston University has not occured.

Recommendations

1. OIS and UCF faculty generally should encourage more UCF students to study abroad in the programs of other SUS universities.

2. UCF should seek funding and other support for study abroad from Disney World and the Epcot Center, especially in connection with foreign language programs.

3. OIS should encourage more international student exchanges with higher education institutions abroad.

4. OIS should, probably in cooperation with the Registrar's Office, institute systems which will enable it to have

complete information on the participation in study abroad of UCF and other students.

5. Efforts should be made to relate study abroad more to the University's other international activities such as international faculty development/exchange and Area Studies programs.

6. The position of Coordinator of Study Abroad should be a full-time position funded by the Central Administration.

7. UCF's International Affairs Commission should be asked to play a more active role in strengthening criteria for program initiation, administration, and evaluation, and in related policy matters.

Strengths Pertinent to Study Abroad

A number of aspects of FIU favor its having active involvement in study abroad and other international opportunities for its students and faculty.

The Office of International Programs and Activities (IPAO), established in 1990 and capably led, is part of FIU's central administration, and directly reports to the Provost and the Vice President for Academic Affairs. Its mandate includes the encouragement and facilitation of study abroad and other international activities.

The mission of the IPAO is to work with other university units to undertake or assist with the development of academic exchange agreements with foreign universities and governments, faculty exchange programs, student exchange/internship/study abroad programs, identifying potential sources of support for these endeavors.

That FIU is located in the exceptionally international city of Miami, a major banking and business center for Latin America, should be an asset to its study abroad activity.

Other FIU international involvements and programs apart from study abroad are also current or potential assets to it: the outstanding Latin American and Caribbean Center, the School for Hospitality Management with its many links abroad, the School of Journalism and Mass Communication's program for

Central American journalists, and the International Development Education Program of the School of Education, outstanding as a program and one of the few of its kind in the United States.

A substantial number of FIU faculty members have international contacts and significant professional experience abroad.

The very competent and experienced personnel of FIU's Office of International Services are extremely receptive and helpful to foreign students and scholars at FIU, including those associated with study abroad programs and other international education activities.

The Florida-Caribbean Linkage Institute with which FIU is affiliated has been helpful to study abroad. For example, it helped support the costs of FIU students in the University's summer program in Jamaica organized by The IPAO Director.

The priority given to international faculty development by the IPAO Director, for example, helping to arrange summer appointments outside the U.S. for a number of FIU faculty, especially in the Caribbean, is extremely useful in providing them with international experience (and a summer stipend), and in deepening their commitment to international education and exchanges.

A major plus in FIU's study abroad programs is its interdisciplinary Caribbean program offered in the summer since 1988. The combination of a low program fee and some

scholarship support from the Florida-Caribbean Linkage Institute, the limited time spent in the Caribbean (only two weeks out of the five week course period so reasonably possible for part-time and employed students), and the collaboration with the Latin American and Caribbean Center and the Colleges of Business Administration, Education, and Arts and Sciences help make the program accessible to a number and range of students.

Some Problem Areas

Several characteristics of FIU and its student body can act as deterrents to students choosing to study abroad, as does the handling of study abroad programming and advising at FIU, as is suggested below.

FIU's undergraduate students tend to be non-affluent, commuter, working at least part-time, older than the national average for undergraduates, first-generation college, and majoring in professional fields much more than in the liberal arts. Such students are less apt to be attracted to or able to afford study abroad than students with characteristics closer to the opposite end of the spectrum.

A substantial proportion of FIU students are either foreign born or their families are recent immigrants to the U.S., specifically to the Miami region. For many, English is not their first language. It is hardly surprising that not many are eager to study the languages and cultures of other

countries through an immersion experience but, rather, are motivated much more to immerse themselves into the culture of the U.S. as something important to their professional futures.

The location of FIU at several separate campuses can be a deterrent to students' obtaining information on study abroad opportunities; like the University, IPAO continues to seek the most efficient solution to this situation.

FIU lacks procedures and requirements which enable IPAO (or any other office) to determine exactly how many FIU students study abroad each year, either in FIU programs or others. FIU's self-study did not include complete study abroad enrollment data.

This lack of data points up the larger problems of the decentralization of international programs at FIU. Although in principle IPAO develops and coordinates international programs and activities and the IPAO Director must, in fact, sign off on behalf of the University for all FIU study abroad program proposals, study abroad programs are still administered by the Office of Off-Campus and Weekend Credit Courses in the Continuing Education Division, not by IPAO, so the former, not IPAO, receives the overhead for programs.

As presently staffed, IPAO would find it extremely difficult to expand its role in study abroad (or other areas); the staff consists only of the director (who also teaches one course each semester), a half-time secretary, and some graduate assistant support.

The International Activities Committee, which could serve as an advisory and even policy development and monitoring body for study abroad, rarely meets and apparently is not looked to by the Provost or the IPAO Director to function more vigorously in connection with study abroad.

FIU has very little in study abroad advising or information resources. IPAO lacks the necessary staffing and facilities. While the Office of International Services would be interested in setting up a study abroad resource center, now has a space where it could function, and only needs some limited part-time staff to operate the center, apparently moving ahead with it awaits the outcome of IPAO efforts to secure outside funding to set up a study abroad library.

Central Office and Structure

With its very limited staffing, less than the Director had anticipated when taking the position in 1990, it is impressive how much the Office of International Programs and Activities has achieved. Included have been strategic plan development, the publication of a very informative newsletter, the review of various international programs, including study abroad, and liaison with many offices and individuals within FIU as well as nationally and internationally. Just where IPAO fits into FIU's organizational structure is not yet well defined to maximize its effectiveness. For example, because the IPAO Director only rarely is expected to participate in

meetings of the deans' council and it at times makes decisions that have implications for international programs, the IPAO Director lacks the opportunity to have input into some of the decision-making.

Students and Study Abroad Programs

According to the FIU self-study, some 135 students participated in FIU's study abroad programs in the summers of 1990 and 1991. While this is a very small percentage in relation to FIU's student body, it is impressive considering the difficulties many FIU students face in pursuing study abroad, the paucity of information and advising on study abroad for FIU students, and the relatively high cost of FIU's study abroad programs (the major exception being the interdisciplinary Caribbean Studies Program).

Response to 1987 BOR Review Recommendations

The three recommendations for FIU in the 1987 BOR Program Review for the most part have not been implemented, as noted below.

The Summer in Cambridge Program has not been singled out as a model program for the SUS, although it continues to enroll many students and offers them a very worthwhile academic experience; it is costly, however.

The Summer in Costa Rica Program referred to in the 1987 recommendations has been replaced by a different kind of

program (tropical ecology) which had to be cancelled for 1991 because of insufficient enrollments.

The 1987 recommendation that "all international education activities be coordinated ... in order to foster development and provide direction for study abroad programs" has been only partly implemented. The establishment of IPAO in 1990 was an important step in this direction, but without more staff for that office, with study abroad administration in Continuing Education, and with no study abroad advising office, the coordination of international programs of necessity is somewhat limited.

Recommendations

1. The Office of International Services should establish a study abroad resource center (the basic library would cost less than $500 because so much informational material is free), and should be funded for a half-time adviser, initially at the graduate assistant level.

2. The International Activities Committee should be called on to play a more active part in study abroad. The Provost and the IPAO Director should turn to the committee to facilitate campus-wide networking to encourage study abroad development, to monitor and evaluate existing programs, and to advise on policy.

3. The Office of International Programs and Activities should be given additional staff so that it can more effectively carry out the responsibilities with which it is charged.

4. When unforeseen circumstances result in FIU study abroad programs generating more funds from program fees than needed to cover costs, Continuing Education should make at least some of these funds available to IPAO for program development.

5. FIU should expand exchanges of students with other institutions abroad and should develop more study abroad programs on the model of IPAO's interdisciplinary Caribbean program. As a model, that program's low cost, limited period abroad, and cultural immersion dimension can offer study abroad opportunities relevant and accessible to minority and other students who typically are unable to participate.

UNIVERSITY OF NORTH FLORIDA

Introduction

The University of North Florida (UNF), located in the major port city of Jacksonville, is the youngest SUS institution (founded in 1972), and one of the smallest (around 9,000 students). It has enrolled students at the lower division level since only 1983-84. The student body is heavily commuter, with more than 90 percent from Florida. Some 4 percent come from abroad. Minority students constitute around 10 percent of the enrollment. Academically, UNF's students are outstanding: entering students have an average SAT of 1100 and a GPA of 3.4.

Strengths Pertinent to Study Abroad

UNF appears to have multiple features and approaches which are important strengths pertinent to study abroad.

The Director of the Center for International Education (CIE) is extraordinarily able, motivated, energetic, and effective in behalf of international and study abroad programs, and receives support from the university at the highest levels.

Nearly one-third (80 out of 234) of the faculty at UNF have had some kind of international experience.

The International Advisory Committee, a university-wide body that reports to the Provost, deals with international

programs, interfaces between the Center for International Education on the one hand and both the faculty and central administration on the other, and is very supportive of international programs.

UNF's program in Costa Rica is a model in several respects: offering an immersion in the culture for the UNF students, requiring and strengthening the students' Spanish language skills, integrating the students into the host institution, and including reciprocal arrangements through which Costa Rican students come to UNF.

The summer program offered in Ecuador is also a model in the cultural immersion offered, in its remarkably low cost ($1600 for everything), and in the breadth of the program focus.

The recent initiation of exchanges of students and faculty represent further progress: with the Polytechnic of the South Bank in London, and with two institutions in Paris sending ten students to UNF while hosting three UNF students as interns.

The availability of support through the Florida Costa Rica Linkage Institute (FLORICA) for UNF students studying at the University of Costa Rica, Limon, is an important asset of UNF's international program.

CIE has been able to set up an account which enables it to carry funds over from one year to the next, which is extremely useful in program management and development.

The CIE Director's impressive success in obtaining outside funding for various international programs (AID, USIA, Department of Education, etc.) has helped expand program development important to UNF. The focus on Central America (Costa Rica and Belize) in UNF's international programs builds on the University's strengths and interests.

Another UNF strength is the encouragement and facilitation of faculty development by the Center for International Education. An example is the literary tour of Ireland which aids the program director, a professor in Irish literature, in cultivating and extending his professional contacts in Ireland.

Although the English language program administered by the Center for International Education for foreign students does not bring in any extra funds for other international programs, if it expands and can do this in the future, it will be even more of an asset to UNF's international programs.

The interconnections between and spin-offs from individual international programs are another UNF strength, well exemplified in the Belize involvements. UNF's initial participation in the Consortium for Belize Educational Cooperation has led to the USIA-funded University Affiliation program with Belize, the AID-funded program to train the principals of rural schools in Belize, the Department of Education funded (Title VI B) program in international business studies, and the on-going involvement of UNF faculty

in research projects with Belize counterparts. The multiplier effect of these programs is a major strength.

A very important strength of study abroad at UNF is the facilitative and administrative role played by CIE in assuring that study abroad students receive the financial aid for which they are eligible, take the necessary steps to receive credit for their academic studies abroad, and comply with other pertinent procedures.

Some Problem Areas

Along with its many strengths in international programs, the University of North Florida has some areas which might be improved. The final subsection on recommendations addresses some of these.

UNF has very few study abroad programs and opportunities, especially in terms of numbers of UNF students who study abroad: less than 50 students, if that many.

The study abroad programs in Europe are almost all in the UK and Ireland rather than in continental Europe, which would provide experience in diverse cultures and languages. A new exchange with an advanced business school in Paris is an exception.

Very few students from other SUS institutions participate in UNF study abroad programs.

There is no system which assures that some office or official has complete knowledge of UNF's study abroad profile:

number of students, their majors, time period abroad, program or host institution where they study, and other such basic data.

The limited space of the Center for International Education, only 100 square feet, would seem to be seriously inadequate.

The dissemination of information on study abroad opportunities might benefit from greater visibility than it now has as an activity which is shared between CIE and the Foreign Student Office.

While the consultant was not asked to review foreign student concerns, given the unusual distribution of functions relating to foreign students at UNF, with some handled by the foreign student adviser office and others by CIE, the lack of clarity on functions and responsibilities would seem to be a weakness.

It is very difficult for UNF to expand its study abroad programs and offerings because few faculty could commit the time to initiate a program. (The usual teaching load is 3 courses per semester with no release time for being a study abroad program director.)

The most overwhelming weakness of international programs at UNF is the meager staffing of CIE. With a director who has only a half-time appointment (but evidently works more than full-time), and only a half-time secretary plus some student assistants as support staff, it is remarkable how much the

office accomplishes. Even though the office and its director are highly regarded and prized by the senior administration level, space and staffing are inadequate.

Central Office and Structure

The Center for International Education, despite limits of staffing, space, and resources, is extraordinarily creative, effective, and widely encompassing in the activities and programs which it promotes and supports. The Advisory Committee to which it reports is likewise impressive in its positive response to proposals and other initiatives from CIE.

The relationship between the Center for International Education and the Foreign Student Office (which report respectively to Academic Affairs and to Student Affairs) seems in need of clarification because there is some confusion of activities and responsibilities. While this may for pragmatic reasons be an appropriate arrangement, it should be reviewed and evaluated. For example, the Foreign Student Office helps disseminate information on study abroad while the CIE director coordinates special scholarships for students from Latin America under various external grants. With the Language Department and Student Affairs the CIE Director also coordinates and administers ESOL programs for foreign students at UNF.

Response to the 1987 BOR Review

Of the seven BOR Review recommendations of 1987, all but two have been implemented. UNF's CIE has sought participation from other higher education institutions in Florida in its comparative education program in England, and has actively disseminated information at UNF on study abroad programs of other SUS institutions. UNF has established a department of foreign languages and a foreign language education program. CIE and the department chair collaborate well in this area.

The two recommendations not yet implemented are particularly crucial to study abroad developments at UNF, namely, that the directorship of the International Studies Office be made full-time, along with one full-time secretary, and that the UNF Foundation assist the Office of International Education in procuring private donations.

Recommendations

1. If study abroad is to expand and become a more vital part of UNF's offerings, it is essential and urgent that the directorship be made full-time. That the current director, although theoretically half-time, works full-time is an extraordinary testimony to her commitment, to the present achievements and to future potential for international programs at UNF. It is at least a full-time job to coordinate study abroad, and, in addition, the Director is attempting to obtain funding through such highly competitive programs as

USIA's University Affiliation Program, the U.S. Department of Education Title VI, and AID. UNF has a record and contacts on which it can build; it must now decide if it wishes to do so.

2. Also recommended is that study abroad be more closely related to ongoing curricular programs. An extremely difficult accomplishment, it is highly important to making study abroad an integral and well respected part of students' undergraduate programs.

3. The Provost should require that the International Advisory Committee examine and recommend how responsibilities should be shared and divided between the Center for International Education and the Foreign Student Advising Office; both offices handle some study abroad and some foreign student functions in arrangements which may be more the product of history than of contemporary effectiveness and needs.

4. The University of North Florida should pursue much more visibility nationally in the international education scene, because it is such a special model of what a small office can accomplish. Through its example, important elements of success in this field can be shared.

APPENDICES

RESUME' OF 1992 STUDY ABROAD

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ADMINISTRATION AND TEACHING

1969 to April 1988: Director, since then Associate Provost, International Programs, University of Massachusetts at Amherst.

June 1973 to present: Adjunct Associate Professor of Higher Education, School of Education, University of Massachusetts.

1978-79: Executive Director, President's Commission on Foreign Languages Education.

1975-77: Study Director, German-American Study Group on Access to Higher International Studies.

1967-68: Staff Assistant, President's Office, University of Massachusetts, Amherst: Study of the international programs of the University.

1965-67: Program Specialist, The Asia Foundation: government, law, higher Education, public administration.

1962-65: Administrative Analyst, President's Office, University of California: Studies and recommendations on various topics, including inter-campus coordination, international programs, student conduct.

1961-62: Program Assistant, UNESCO: International Education.

1955-60: Professor of International Law and Organization, and Staff Political Scientist, Foreign Service Institute, Department of State.

1955: Teacher of World History and World Literature, American High School, Manila.

CONSULTING, BOARD MEMBERSHIPS, RESEARCH, AND RELATED ACTIVITIES

Extensive Public Speaking at professional conferences and seminars, and community and other public gatherings on various aspects of international education.

Member, Advisory Committee, American Council on Education Undergraduate International Education Study 1986-88.

Member, Panel of Senior Advisers, National Council for Foreign Language and International Studies, 1980-1986.

Member, Board of Directors, the Rassias Foundation, 1980 to present.

Barbara B. Burn

Resume

EDUCATION

B.A., University of Michigan 1947 cum laude; Phi Beta Kappa, Phi Kappa Phi.

M.A., Ph.D. Fletcher School of Law and Diplomacy, Tufts University 1948, 1955.

EMPLOYMENT

1969 to present: Director, International Programs, University of Massachusetts at Amherst. Since 1988 also: Associate Provost.

1973 to present: Adjunct Associate Professor, School of Education, UMass.

1978-79: Executive Director, President's Commission on Foreign Language and International Studies, Washington, D.C.

Earlier positions: President's Office, University of California; The Asia Foundation; UNESCO; Foreign Service Institute, U.S. Department of State.

CONSULTING, BOARD MEMBERSHIPS: International Council for Educational Development Council on International Educational Exchange; member, Board of Visitors, The Fletcher School of Law and Diplomacy; former president, National Association for Foreign Student Affairs; member, International Affairs Committee, National Association of State Universities and Land-Grant Colleges; Co-chair, National Task Force on Undergraduate Education Abroad; extensive consulting and lecturing primarily on U.S. higher education and international educational exchange in the United States and abroad.

PUBLICATIONS

Numbers of articles monographs and book reviews. Books include:

The Training of, and U.S. Business' Needs for International Specialists, editor; Amherst: the University of Massachusetts, 1986.

Study Abroad: A European and an American Perspective, with Asia Briggs; Amsterdam: European Institute of Education and Social Policy, 1985.

Expanding the International Dimension of Higher Education; San Francisco: Jossey-Bass, 1980.

Higher Education Reform: Implications for Foreign Students; New York: Institute of International Education, 1978.

Higher Education in Nine Countries with Philip G. Altbach, Clark Kerr, and James A. Perkins; New York: McGraw-Hill, 1969.

Study Abroad: The Experience of American Undergraduates, with Jerry S. Carlson, John Useem, and David Yachimowicz.Westport, Connecticut: Greenwood Press, 1990.

Member, Board of Trustee, International Council for Educational Development, 1986 to present; Consultant, 1972 to present.

Member, Board of Directors, The Washington Center, 1980-1985.

Member, Board of Visitors, The Fletcher School of Law and Diplomacy, 1980 to present, and Chair, Fletcher Alumni/ae Fund, 1979-1981.

Chair, Advisory Committee, International Student Exchange Program, Georgetown University, 1980-1983.

Member, Tufts Board of Trustees, 1982-1987; Trustee Emeritus 1987 to present.

Coordinator, Study Abroad Articulation Project funded at eight U.S. colleges and universities by The Ford Foundation, 1987-88.

Coordinator, U.S. Participation in Europe-U.S. Study Abroad Evaluation Project, European Institute for Educational and Social Policy, Paris, 1982-1988.

Member, Board of Directors, Association for International Practical Training, Inc., 1982-1985.

Member, Task Force on Foreign Language and International Studies, Massachusetts Department of Education, 1982-1984.

President, National Association for Foreign Student Affairs, 1982-1983: NAFSA International Programs Consultant 1975 to present; Chair, Cooperative Grants Committee 1986 to present; Chair, Committee on Research, 1983-1986; Chair, NAFSA-AID Liaison Committee, 1974-1975, member 1973-1974; Chair, Study Committee of NAFSA-AID Liaison Committee on funding of AID-sponsored students, 1972.

Consultant on International Education, The Rockefeller Foundation, 1982.

Consultant on Higher Education, The Asia Foundation, Philippines, 1982-1983.

Member, Evaluation Team of the University of California, Santa Barbara, Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities, 1981.

Member, U.S. Delegation, Conference on Research on Exchanges, sponsored by the German Academic Exchange Service and the International Society for Educational, Cultural, and Scientific Interchange, Bad Godesberg, November 1980.

Consultant/Guest Lecturer on U.S. Higher Education, one week each in Greece and Italy, 1980, one week in Turkey 1981, one week each in Egypt and Yugoslavia 1987, sponsored by the U.S. Information Agency.

Member, Board of Directors, Council on International Educational Exchange, 1974-1975 and 1977 to present, member Executive Committee, 1978 to present. Chair, Board of Directors 1983-1988.

Member, Advisory Committee on International Education, College Entrance Examination Board, 1977 to 1981, and Vice Chair, 1980-1981.

Member, Panel of Consultants, University of New England Institute of Education, Australia, 1979-1984.

Chair, International Exchange Committee, Division of International Affairs, National Association of State Universities and Land-Grant Colleges, 1987 to present; Member, International Affairs Committee, 1978-1987.

Consultant, Swedish Board of Colleges and Universities, January 1980.

Member, Commission on International Educational Relations, American Council on Education, 1979-1981.

Chair, Conference on Higher Education Reform in Western Europe: Implications for Foreign Student Enrollments, March 14-17, 1977, Rockefeller Foundation Conference Center, Bellagio, Italy.

Advisory Committee, Institute of International Education, 1976-1977.

Consultant on International Education, Carnegie Council on Policy Studies in Higher Education, 1977-1978.

Rapporteur, Seminars on "Changing Society: Impact on Higher Education" and "Access, Youth and Employment", Aspen Institute for Humanistic Studies, International Council for Educational Development, July 1975 and July 1976.

Member, Editorial Advisory Board, International Encyclopedia of Higher Education, 1973-1977.

Invited Expert and Rapporteur, Working Group IV on "Organization of Studies and The Role of Research", OECD Conference on Future Structures of Post-Secondary Education, Paris, June 23-28, 1973.

Trustee, Latin American Scholarship Program of American Universities, October 1972-1975.

Rapporteur, Seminar on "The Emerging System of Higher Education in Italy", sponsored by the International Council for Educational Development and the Rui Fouundation, American Academy, Rome, Italy, 1972.

Institute of Industrial Relations, University of California, Berkeley: Research for Clark Kerr, 1969-1971, on the Role of Higher Education in National Development.

Carnegie Commission on Higher Education: Staff Associate: research and writing on Higher Education Abroad, 1967-1970.

The Asia Foundation, Consultant on higher education and public administration, 1967-1973.

Rockefeller Foundation Study Group on the International Court of Justice, Villa Serbelloni, Bellagio, Italy: Rapporteur, August 1961.

EDUCATION

Undergraduate: Bryn Mawr College, one year; University of Michigan, B.A. cum laude, Phi Beta Kappa, Phi Kappa Phi.

Graduate: Fletcher School of Law and Diplomacy, M.A., Ph.D. Other graduate study at Johns Hopkins University, Bristol University (Fulbright), University of California at Berkeley.

LANGUAGES

French, some German and Spanish.

FOREIGN TRAVEL

Australia, 1952-55, Philippines 1955, Paris 1960-62, South Africa 1948-49. Extensive professional travel 1972 on: for consulting, research, workshops, lectures and conferences: Sweden, France, Nigeria, Cameroon, Italy, Federal Republic of Germany, Great Britain, Canada, Australia, Denmark, Japan, Mexico, People's Republic of China, Taiwan, Singapore, Turkey, Greece, Egypt, Yugoslavia, Costa Rica, Dominican Republic.

PUBLICATIONS

"At What Level a General Education? A Comparative View", in Liberal Education, Vol. 1, No. 3, October 1964.

"A New Initiative in Asian Legal Development--LAWASIA", in The American Journal of International Law , Vol. 62, No. 2, April 1968.

Higher Education in Nine Countries with chapters by Philip G. Altbach, Clark Kerr, and James A. Perkins, McGraw-Hill for the Carnegie Commission on Higher Education, 1969.

"Dilemma of the New Depression", London Times Higher Education Supplement, October 24, 1971, No. 3, p. 9.

"Status of Women in American Higher Education", London Times Higher Education Supplement, January 14, 1971.

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"Launching a New Foreign Study Program: A Case Study", NAFSA Newsletter, Vol. 25, #4 (January 1974).

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Editor, Higher Education and the Current Crisis: An International Perspective, International Council for Educational Development, New York, 1976.

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Editor, Access, Systems, Youth and Employment, International Perspectives on Problems of Higher Education, International Council for Educational Development, New York, 1977.

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Review of The Higher Education System: Academic Organization in Cross-national Perspective by Burton R. Clark, Comparative Education Review, Vol. 28, No. 4 (November 1984), pp. 663-664.

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Editor, The Training of, and U.S. Business' Needs for International Specialists, Proceedings of a conference, April 10-12, 1985, University of Massachusetts at Amherst. International Programs Office, University of Massachusetts, Amherst, 1986.

"Studying Abroad and Foreign Languages", in Battestini, Simon P.X., editor, Georgetown University Round Table on Languages and Linguistics 1986, Washington, D.C.: Georgetown University Press, 1986, pp. 183-194.

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"Facilitating International Exchanges" in Universitas 2000, Vol. 12, no. 1, Caracas, Venezuela: Fondo Editorial para el Desarrollo de la Educacion Superior, pp. 63-78, January 1988.

"International Exchange and Curricular Change" in National Forum, the Phi Kappa Phi Journal, Vol. LXVIII, Number 4 (fall 1988), pp. 31-34.

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FSU
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